

New York University

School of Pedagogy

CATALOGUE AND CIR-  
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TENTH ANNUAL  
TERM, BEGINNING  
SEPTEMBER 30, 1896,  
AND ENDING MAY  
15, 1897.

1895-1900



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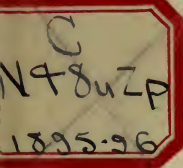






New York University.

School of Pedagogy.



*CATALOGUE AND CIR-  
CULAR FOR THE  
NINTH ANNUAL  
TERM, BEGINNING  
SEPTEMBER 27, 1895,  
AND ENDING MAY  
15, 1896.*



# THE COUNCIL OF THE UNIVERSITY.

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The Council of the University of the City of New York, incorporated the 18th of April, 1831, is a self-perpetuating body, consisting of thirty-two members, each holding office for four years, or until his successor is elected. One fourth of the members go out of office each year on the first Monday of November, when their successors are elected by the Council.

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## ROLL OF THE COUNCIL.

DATE OF ELECTION.		EXPIRATION OF TERM.
1836.	CHARLES BUTLER, LL.D.....	1894.
1862.	WILLIAM ALLEN BUTLER, LL.D.....	1894.
1865.	JOHN E. PARSONS.....	1897.
1869.	J. W. C. LEVERIDGE.....	1897.
1871.	WILLIAM A. WHEELOCK.....	1894.
1875.	JOHN HALL, D.D., LL.D.....	1896.
1881.	WILLIAM LORING ANDREWS.....	1894.
1882.	LEMUEL SKIDMORE.....	1896.
1883.	RODERICK TERRY, D.D.....	1895.
1883.	WILLIAM S. OPDYKE.....	1895.
1884.	SAMUEL SLOAN.....	1897.
1884.	DAVID BANKS.....	1897.
1884.	ROBERT SCHELL.....	1897.
1887.	GEORGE ALEXANDER, D.D.....	1895.
1887.	WILLIAM L. SKIDMORE... ..	1896.
1889.	JOHN REID, D.D.....	1897.
1890.	FREDERIC BAKER.....	1895.
1890.	ISRAEL C. PIERSON, Ph.D.....	1895.
1890.	WILLIAM F. HAVEMEYER... ..	1894.
1891.	HENRY M. MACCRACKEN, D.D., LL.D..	1894.
1891.	EDWARD H. LITCHFIELD.....	1897.
1891.	JOSEPH S. AUERBACH.....	1894.
1892.	CHARLES T. BARNEY.....	1895.
1892.	CHARLES R. FLINT.....	1894.
1892.	JOHN P. MUNN, M.D.....	1896.
1893.	AUGUSTUS D. JUILLIARD.....	1896.
1893.	CHARLES R. OTIS.....	1895.
1893.	JOHN CLAFLIN.....	1896.
1894.	OLIVER H. PAYNE.....	1897.



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## THE WOMAN'S ADVISORY COMMITTEE.

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*President*, Mrs. HENRY DRAPER.

*Secretary*, Mrs. EUGENE SMITH.

*Vice-President*, Mrs. F. W. DOWNER.

*Treasurer*, Mrs. C. A. HERTER.

### Class of 1894.

Mrs. EUGENE SMITH.

Mrs. BENJAMIN WILLIAMSON.

Mrs. RICHARD M. HOE.

Mrs. FREDERICK W. DOWNER.

### Class of 1895.

Miss EMILY O. BUTLER.

Mrs. ALEXANDER.

Mrs. C. A. HERTER.

Miss STIMSON.

### Class of 1896.

Mrs. WILLIAM F. COCHRAN.

Mrs. HENRY DRAPER.

Mrs. EDWARD C. BODMAN.

Miss ANNIE B. JENNINGS.

### Class of 1897.

Mrs. MARY J. FIELD.

Mrs. ALFRED L. LOOMIS.

Miss HELEN M. GOULD.

Mrs. JOHN P. MUNN.

Miss FRANCES E. LAKE.

Miss FRANCES L. MEIGS.

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## DIRECTORY OF THE UNIVERSITY.

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CHANCELLOR'S AND TREASURER'S OFFICES, AND COUNCIL ROOM,  
Washington Square.

UNIVERSITY COLLEGE, University Heights.

GRADUATE SEMINARY, Washington Square.

SCHOOL OF ENGINEERING, University Heights.

SCHOOL OF PEDAGOGY, Washington Square.

UNIVERSITY MEDICAL COLLEGE, East Twenty-eighth Street,  
between First Avenue and East River.

UNIVERSITY LAW SCHOOL, Washington Square.

65329

# FACULTY.

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HENRY M. MACCRACKEN, D.D., LL.D.,  
Chancellor.

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EDWARD R. SHAW, PH.D.,  
Dean of the Faculty,  
Professor of the Institutes of Pedagogy.

GEORGE F. JAMES, PH.D.,  
Professor of the History of Education and of Ethics.

EDGAR D. SHIMER, PH.D.,  
Professor of Descriptive Psychology.

CHARLES B. BLISS, PH.D.,  
Professor of Experimental and Physiological  
Psychology.

LANGDON S. THOMPSON, PH.D.,  
Lecturer upon Æsthetics in Relation to Education.

FREDERICK MONTESER, PH.D., PH.D.,  
Lecturer upon Comparative Systems of Education.

D. F. LINCOLN, M.D.,  
Lecturer upon Physiological Pedagogics.

## HISTORY AND ORGANIZATION.

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THE School of Pedagogy originated in the request of several mature teachers for instruction in higher pedagogy. After four years of preliminary work, during which time it was demonstrated that a department of education, co-ordinate with the other professional schools, was needed, the Council of the University on March 3d, 1890, adopted the following minute :

“ The School of Pedagogy of the University of the City of New York is established this 3d day of March, 1890, to give higher training to persons who may have devoted themselves to teaching as their calling, and who are graduates of Colleges of Arts and Science ; or who are graduates of Normal Schools or Colleges of the State of New York ; or who are able to present testimonials of general scholarship and culture equal to those received by the graduates of the New York State Normal Schools.

“ The School shall be under the immediate care of the Vice-Chancellor and two professors of the Faculty of Arts and Science, to be named by the Council of the University. These shall report to the Council through the Committee upon the Graduate Division.

“ The Committee upon the Graduate Division shall supervise the School in addition to its particular work.”

### ENROLMENT.

For enrolment the student must present a diploma from a College of Arts and Science, or from a Normal School, higher course, or testimonials of general scholarship equal to

that required for such a diploma. It is recommended that he read critically, before entering, the following educational classics : Books I. and II. of Quintilian's "Institutes of Oratory ;" Montaigne's essays on "Pedantism," and on "The Institution and Education of Children ;" Milton's "Tractate on Education" (edited by Browning) ; Locke's "Thoughts on Education" (edited by Quick) ; Pestalozzi's "Leonard and Gertrude ;" and Rousseau's "Émile."

#### AUDITORS.

In addition to those who are candidates for degrees, a second class of students may be enrolled, to be known as Auditors. To this class may be admitted all such as commend themselves to the Faculty as prepared to receive benefit from the lectures, but such students cannot be candidates for a degree. They may attend the lectures as the Faculty may direct, upon payment of \$10 for *each course* attended ; but the privilege of seminary work is not extended to them, and they are not admitted to examinations.

#### SCHOLARSHIPS.

Scholarships are offered upon conditions which will be stated upon application to the Chancellor of the University.

#### DEGREES.

##### DOCTOR OF PEDAGOGY.

The degree of Doctor of Pedagogy will be conferred upon a student who has met the following conditions :

I. He must have been credited with attendance upon the required lectures and seminary work.

II. He must have successfully completed the five major and five of the minor courses. The minor courses marked with an asterisk (\*) are elective ; the student is required to choose one of these in making up his list of minor courses.

III. He must have presented the prescribed thesis as defined hereafter, and have received approval of the same.



IV. He must have presented, upon entering the School, a certificate showing four years' successful experience in school-room work.

V. He must have paid the fee of \$20 for each Major course, and \$10 for each Minor course required.

The degree of Master of Pedagogy will be conferred upon the completion of any four courses, three of which must be Major courses.

## OUTLINE OF INSTRUCTION.

Instruction is offered in five Major and seven Minor courses, divided as follows : Major, I, II, III, IV, and XII ; Minor, V, VI, VII, VIII, IX, X, and XI.

### I. HISTORY OF EDUCATION.

The aim of this course is to trace the development of educational principles and systems, alike in the relation of these to the general intellectual life of successive periods and nations and in their effect on pedagogical practice. Attention is concentrated first on the ideals cherished during the great civilizations of the past, on their expression through leading philosophers and educators, and their gradual realization in school organization and methods. A concise summary of Oriental life leads to a consideration of Greek and Roman civilization. The intellectual development of the Middle Ages is outlined through a sketch of the early Christian schools, of the efforts of Alfred and Charlemagne, of the influence of chivalry and scholasticism, and of the mediæval university. A study of the Renaissance and the Reformation reveals new elements in educational thought, which are further modified in the philosophy and practice of the seventeenth and eighteenth centuries. The course closes with a critical review of the more prominent educational writers of the present century and a presentation of the broader developments and larger problems of current pedagogical thought.

4 hours a week.

## II. EXPERIMENTAL AND PHYSIOLOGICAL PSYCHOLOGY.

Elementary presentation of the most important facts of the anatomy and physiology of the nervous system ; its general relations to consciousness ; cerebral localization ; nervous and mental fatigue ; influence of atmospheric conditions on mental life.

Psychological experiments and measurements ; psychological experiments on touch, pressure and temperature ; hearing, audiometry, training of the ear ; sight, photometry, colorimetry, sharpness of vision, threshold of vision ; photometric determinations, psychological principles of color teaching, elements of design ; muscle sense, accuracy, adjustment and co-ordination, rhythmic, reflex, automatic, and voluntary movements ; psychological foundation for writing and drawing ; the development of the muscle sense by exercises, games, etc.

Mental estimates of space ; time-relations of mental phenomena ; concentration, fluctuation, and distraction of attention. Association of ideas ; memory, methods of developing and testing.

Summary of the principal investigations which have been made upon the mental life of the child. Training in the various methods of psychological measurements ; collection of statistics ; calculation of results and testing their accuracy. Emphasis will be laid upon problems having the most direct bearing upon education ; construction and use of apparatus.

This course will be given by lectures and laboratory work in alternation.

4 hours a week.

## III. DESCRIPTIVE PSYCHOLOGY.

The nature, scope, method, and aim of psychology ; what psychic facts are, how obtained and classified ; a detailed study of mental processes ; attention, its nature and conditions ; conscious and "organic" memory ; flow of association ; exercise and habit ; the various phases of intellection and emotion with distinct reference to training ; possible con-

comitance between variations in sense-perception and moral consciousness ; scientific correction of imperfect concepts ; factors of mental development, what a normal mind is, study of defects, so-called dullness ; rise and growth of will ; imitation ; relation of discipline to instruction ; temperament ; heredity and environment ; conscience, moral habit, character. Implications of biological, comparative, and sociological psychology considered, and epistemological limitations traced ; on this basis a theoretical syllabus for study of child mind evolved.

This course is given by topic in lectures and seminars. Ladd's *Descriptive and Explanatory Psychology* is read with reference to leading authorities. Original investigation on assigned topics is required, with presentation of data and bibliography.

4 hours a week.

#### IV. INSTITUTES OF PEDAGOGY.

This course is comprised under the following heads : 1. An examination of the commonly accepted principles and maxims of education to determine their scope and limitations. 2. The educative values of the different subjects of study, and to what extent these values are determined by mode of presentation. 3. Motor education ; its correlation to the various branches of study. 4. The co-ordination and concentration of studies. Preparation by students of courses of study on the principle of co-ordination, with working directions, and arrangement of programs in accordance with what has been discovered relative to school fatigue. 5. Homogeneous grading, and individual teaching. 6. Interest and its criteria. 7. Child study, involving observations, tests, measurements, and the collation of data. 8. Adolescence. 9. A reading of De Garmo's "Essentials of Method," with extended studies growing out of this—viz., the "Logic of Sense Perception," by Dr. William T. Harris, Lange's "Apperception," etc. 10. The heuristic method. 11. Derived principles of method. 12. Application of these in the teaching of subjects in elementary and secondary schools—Read-

ing, Writing, Spelling, Number and Arithmetic, Geography, Form-study and Drawing, Elementary Science, History, English Composition, Physiology, Algebra, Inventional Geometry, Demonstrative Geometry, Physics, Chemistry, Botany, Astronomy, Rhetoric, English Literature, etc., with required presentation of lessons for criticism and discussion. 13. The literature of systematic pedagogy.

During the year students will visit certain schools of high rank in New York City and vicinity for observation and study.

The work in this course will be by lectures and seminary work. Opportunity will be afforded for special study of the teaching of a chosen subject.

4 hours a week.

#### \* V. COMPARATIVE SYSTEMS OF EDUCATION.

Historic development of the national systems of Germany, France and England. Relation of Church and State to the problem of general education. Principle of free and compulsory education. Administration and supervision of schools. Training of teachers. Character and scope of elementary education. Technical, commercial, and industrial education. Female education. Ancient and modern languages and sciences in secondary education. Higher education.

The work is carried on by lectures and original investigations by the members of the class, the latter extending the work of the course so as to cover the school systems of Austria, Belgium, Italy, Switzerland, and Scotland.

Students are expected to be thoroughly acquainted with our own school system. The comparison between American and foreign conditions of education is constantly kept in view.

1 hour a week.

#### VI. PHYSIOLOGICAL PEDAGOGICS.

Anthropometrical measurements. The physiology of brain action. Explanation of the structure and use of the eye, with



tests to ascertain marked defects of sight. Same of the ear. Postures and the muscles involved. Deformity of body caused at school. Fatigue and its manifestations. Physiology of exercise. Physical training. Treatment of children affected with nervous derangements, as chorea, etc. School diseases. Physical conditions of childhood. Growth. School hygiene and sanitation, etc.

2 hours a week.

#### \* VII. *ÆSTHETICS* IN RELATION TO EDUCATION.

The art impulse and its historical development. (*a*) The sense of feeling for form and color ; (*b*) the genesis of art ; (*c*) the historical development of the fine arts.

Educational significance of *Æsthetics* : (*a*) In elementary education ; (*b*) in secondary education ; (*c*) in higher education.

Means of culture : (*A*) Theoretical : (*a*) study of nature in landscape, sea and sky ; (*b*) study of art works ; (*c*) study of art history ; (*d*) decoration of school-rooms ; (*e*) influence of music in elementary and secondary education. (*B*) Practical : (*a*) modelling, drawing and color work ; (*b*) logical order and relation to other school studies ; (*c*) ideal course in elementary art education.

1 hour a week.

#### \* VIII. *SOCIOLOGY* IN RELATION TO EDUCATION.

The topics treated in this course will be announced at the beginning of the academic year.

1 hour a week.

#### IX. HISTORY OF PHILOSOPHY.

A brief historical survey and exposition of the principal conceptions and problems of philosophy.

2 hours a week.

#### X. ETHICS.

Theoretical ethics, including a comparative study of recent ethical writers in order to reach by the critical method a

sound ethical position. The application of ethical theory to education.

1 hour a week.

#### XI. SCHOOL ORGANIZATION, MANAGEMENT AND ADMINISTRATION.

1. School buildings, grounds, lighting, heating, ventilation, furniture, sanitation, apparatus, and equipment, discussed with reference to the best standards and the reasons which determine these. Their practical application. 2. A study of the course of instruction, methods of teaching, working directions, grading, management, and administration of a system of schools. The study will be made by visits of observation, by written reports, and by discussions, under the direction of the Professor of the Institutes of Pedagogy.

Many towns and small cities lie close to New York, affording favorable opportunities for this important study.

2 hours a week.

#### XII. ORIGINAL INVESTIGATION LEADING TO REQUIRED THESIS.

The work in this course will be under the direction of the Professor of the History of Education, of either Professor of Psychology, or the Professor of the Institutes of Pedagogy, according to the subject of investigation chosen.

6 hours a week.

#### THESIS FOR THE DOCTORATE.

For the degree of Doctor of Pedagogy a Thesis to be known as the "Thesis for the Doctorate in Pedagogy" shall be submitted by the candidate not later than May 1st preceding the Commencement at which the conferment of the degree is sought. This Thesis must show original treatment, or give evidence of independent research. The Thesis must be accompanied by an analytical table of contents and a bibliography of the subject prefixed to the same. References to authorities must be indicated clearly in foot-notes. The

Thesis must be presented in typewriting, or in a perfectly legible hand on paper of prescribed size, bound together, with the writer's name lettered upon the cover, after a pattern to be seen in the School of Pedagogy Library. The number of words in the Thesis shall not be less than five thousand and not more than ten thousand.

### ADVANTAGES.

Graduates of colleges or normal schools, and others of equal experience and maturity, will find in this school facilities for the thorough study of higher Pedagogy. Its instruction is upon the same plane as that in the best schools of law, medicine and theology. During the last year sixty per cent of the students enrolled were graduates of universities and colleges.

This is the first time in the history of education that a university has formally established a School of Pedagogy as a professional school, and given pedagogical degrees to graduates of colleges and normal schools and to others of equal attainments.

Its aim is to give its students thorough professional equipment for teaching. It brings together for this complete professional equipment all that bears upon pedagogy from the history of education, from psychology, descriptive, experimental, and physiological, from the art of education and its principles, from the domain of medicine, from ethics, from the history of culture, from æsthetics, from sociology, and from a comparison of different national systems of education, and shows the relation of all this and points out its application.

The work is accomplished by lectures, and by the seminary method which gives incitement to the highest order of work by bringing together small groups of students intent on progress toward the same professional ends.

Lectures are given and seminaries held from Mondays to Saturdays, inclusive, throughout the school year.

Probably no locality in this country affords to teachers wider opportunities for professional study than New York City and vicinity, as here may be seen in actual practice many different methods of teaching.

### LIBRARY FACILITIES.

The libraries of New York are large and easily accessible. The Astor Library is near at hand, and open to all students free of expense. The Library of the Academy of Medicine, containing among its large collection many valuable books necessary in the study of Pedagogy and to be found in no other library of the city, is open free to all students. Books can be drawn from the Mercantile Library, by payment of a small annual fee. The Library of the School of Pedagogy contains about four thousand volumes, to which additions are constantly being made.

### LIVING EXPENSES.

Good board, including room rent, can be had at a convenient distance from the University Building at the low rate of \$6 per week. New York offers apartments and rooms in the greatest variety, and during the past year several students, by availing themselves of this, were able to bring their living expenses considerably below the amount just stated. No city in the Union offers better opportunities for reasonable living on the co-operative plan than New York and Brooklyn.

Rates of railroad commutation are low, which enables students who prefer it to reside a few miles out of the city, in the delightful suburban communities of Westchester County, New Jersey and Long Island.

### EXAMINATIONS, THEMES, AND THESES.

#### RULES FOR EXAMINATIONS.

(a) The examinations shall be held during the month of May of each year. (b) The duration of each examination



will be from three and a half to four hours, divided into two periods at the option of the professor. (c) When an extended written theme of not less than two thousand words, type-written, shall have been presented before the day of examination, it may, at the professor's discretion, be accepted as equivalent to one half of the required examination. (d) The least time devoted in any case to the written examination on the part of a student shall be one and a half hours.

### PERMANENT SCHOLARSHIPS.

THE LOUISE HENRIETTE LECLERE SCHOLARSHIP of \$2500. This scholarship was founded December 20, 1890, through the efforts of the Woman's Advisory Committee, by pupils of the teacher whose name it bears.

THE JAY GOULD SCHOLARSHIP of \$2000, founded 1894 by Miss Helen Miller Gould.

THE JAMES BUELL SCHOLARSHIP of \$2000, founded 1895 by Mrs. Martha Buell Munn.

THE HITCHCOCK SCHOLARSHIP of \$2000, founded 1895 by Mrs. Welcome G. Hitchcock.

Each of these scholarships yields to the holder of the same tuition for one year. Candidates for these special scholarships should send their applications, accompanied by letters of recommendation and other evidences of their ability to pursue successfully the courses of instruction chosen, to the Chancellor of the University not later than September 20.

### TEMPORARY SCHOLARSHIPS.

Five special scholarships, yielding the entire cost to the student of tuition for one year, are offered. Candidates for these special scholarships should send their applications, accompanied by letters of recommendation and other evidences of their ability to pursue successfully the courses of instruction chosen, to the Chancellor of the University not later than September 20.

## FEES.

The fee for instruction is \$20 for the year in each Major course, and \$10 for the year in each Minor course, payable before the 1st day of December. All fees are to be paid to the Registrar of the University, and no enrolment is complete until the payment of the required fee is made.

The Dean will be at his office on and after September 25, from 10 A.M. to 12 M., and from 2 P.M. to 5 P.M, to meet entering students.

Regular work for the year 1895-1896 will commence on Friday, September 27, at 4 P.M.

Applicants for admission to the school will address

THE DEAN OF THE FACULTY OF PEDAGOGY,  
University Building, Washington Square,  
New York City.

## GRADUATES 1894.

*Doctors of Pedagogy.*

Saul Badanes, . . . . .	New York City.
Andrew J. Kinnaman, . . . . .	Danville, Ind.
Augustin Knoflach, . . . . .	New York City.
Enoch C. Lavers, . . . . .	New Brighton, Pa.
Hannah W. Newmann, . . . . .	Brooklyn, N. Y.
Ernest Richard, . . . . .	Hoboken, N. J.
A. B. Bunn Van Ormer, . . . . .	Shellsburg, Pa.

*Masters of Pedagogy.*

James C. Black, . . . . .	Michigan City, Ind.
Mary E. Coffin, . . . . .	Asbury Park, N. J.
John J. Dawson, . . . . .	Brooklyn, N. Y.
William H. Doty, . . . . .	Newburg, N. Y.
George B. German, . . . . .	Brooklyn, N. Y.

Mary Margaret Gile, . . . .	East Orange, N. J.
Nellie L. Godley, . . . .	Whitestone, N. Y.
Anastasia Howe, . . . .	New York City.
Caspar Isham, . . . .	New York City.
Annie M. Lawton, . . . .	Montclair, N. J.
Anna Van der Zee Lee, . . . .	New York City.
Charles M. Light, . . . .	Pittsburg, Kan.
Helen Lewi, . . . .	New York City.
Annie A. McIlwaine, . . . .	Morristown, N. J.
Emma A. Newmann, . . . .	Brooklyn, N. Y.
Charles W. Oley, . . . .	Freeport, N. Y.
Mahlon B. Reed, . . . .	Paterson, N. J.
Harriette K. Williams, . . . .	Whitestone, N. Y.

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## ROLL OF STUDENTS.

Albert Curtis Almy, . . . .	Hempstead, N. Y.
Eva Averell, . . . .	Brooklyn, N. Y.
Thomas O. Baker, . . . .	Durango, Col.
James C. Black, . . . .	Michigan City, Ind.
Boris D. Bogen, . . . .	Moscow, Russia.
Louisa Bruckman, . . . .	New York City.
Marion McA. Christie, . . . .	Bayonne, N. J.
Anna C. Clothier, . . . .	Hackensack, N. J.
Mary E. Coffin, . . . .	Asbury Park, N. J.
Robert L. Conant, . . . .	Long Island City, N. Y.
James M. Crane, . . . .	Newburgh, N. Y.
Margaret Crownshield, . . . .	New York City.
Helen G. Daly, . . . .	Brooklyn, N. Y.
John J. Dawson, . . . .	Brooklyn, N. Y.
Florence Deitsch, . . . .	New York City.
Hannah W. De Milt, . . . .	New York City.
Eugene E. Dodd, . . . .	Carthage, Mo.
William H. Doty, . . . .	Newburgh, N. Y.
Alexander D. Dunbar, . . . .	Peekskill, N. Y.
Ida A. Elliott, . . . .	Muskegon, Mich.

John Clayton Fant, . . . .	Macon, Miss.
Estelle Forchheimer, . . . .	New York City.
Blanche Halsey, . . . .	Jersey City, N. J.
Mildred Dayton Hamman, . . . .	New York City.
Mary S. Hamilton, . . . .	Elmsford, N. Y.
Lois M. Hicks, . . . .	Poughkeepsie, N. Y.
William H. Hill, . . . .	New York City.
Anastasia Howe, . . . .	New York City.
J. L. Hülshof, . . . .	New York City.
Jean C. Huston, . . . .	Corona, N. Y.
J. J. Jenkins, . . . .	Corona, N. Y.
Olive M. Jones, . . . .	New York City.
Anna V. Jones, . . . .	Port Richmond, N. Y.
Denorah Joseph, . . . .	New York City.
Martin Joyce, . . . .	Long Island City, N. Y.
Jennie C. Keene, . . . .	Brooklyn, N. Y.
Eleanor I. Keller, . . . .	New York City.
Henry A. Kelly, . . . .	New York City.
Mary E. Kerrigan, . . . .	New York City.
Elise W. Kornmann, . . . .	New York City.
Ossian H. Lang, . . . .	New York City.
Amanda F. Lang, . . . .	New York City.
Rose H. Lathrop, . . . .	Bridgeport, Conn.
Helen Lewi, . . . .	New York City.
Charles M. Light, . . . .	Pittsburg, Kan.
Ferdinand Maenna, . . . .	Hoboken, N. J.
Jessie A. Marshall, . . . .	Chappaqua, N. Y.
May S. Martin, . . . .	Newark, N. J.
R. M. A. McManus, . . . .	New York City.
Emily Macfarlane, . . . .	New York City.
John Melville, . . . .	Brooklyn, N. Y.
George Hastings McNair, . . . .	Hardwick, Vt.
Lillian H. Nichols, . . . .	Paterson, N. J.
Frederick A. North, . . . .	Toms River, N. J.
Alice Bryant Perry, . . . .	New York City.
L. May Pink, . . . .	Brooklyn, N. Y.
Lizzie E. Rector, . . . .	Jersey City, N. J.
Caroline W. Rehorn, . . . .	Yonkers, N. Y.
Elizabeth Reid, . . . .	New York City.

Augusta M. Requa,	. . .	New York City.
Loretto M. Rochester,	. . .	Jersey City, N. J.
John C. Rockwell,	. . .	Port Chester, N. Y.
Henry R. Russell,	. . .	Millville, Pa.
Sophie E. von Seyfried,	. . .	Newark, N. J.
Elizabeth Stover,	. . .	New York City.
Lily S. Swan,	. . .	Bayonne, N. J.
La Fayette Talbot,	. . .	Hoboken, N. J.
Mary A. Todd,	. . .	Newark, N. J.
Dora M. Townsend,	. . .	Newburgh, N. Y.
Kate Van Wagenen,	. . .	New York City.
Adrienne Weil,	. . .	New York City.
John J. Wells,	. . .	Brooklyn, N. Y.
Miriam E. Wheeler,	. . .	Elizabeth, N. J.
Caroline M. Wiggins,	. . .	Brooklyn, N. Y.

## AUDITORS.

Lucy A. Earle,	. . .	Yonkers, N. Y.
Elizabeth Hardin,	. . .	Newark, N. J.
Mary Sicard Jenkins,	. . .	Yonkers, N. Y.
John F. Quigley,	. . .	Tuckahoe, N. Y.
Thusuelda Roehsler,	. . .	Brooklyn, N. Y.

Students seeking further information in regard to the School of Pedagogy will address the

DEAN OF THE FACULTY OF PEDAGOGY,  
University Building,  
Washington Square,  
New York City.



## THE WOMAN'S ADVISORY COMMITTEE.

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*President*, Mrs. HENRY DRAPER.

*Vice-President*, Mrs. F. W. DOWNER.

*Secretary*, Mrs. EUGENE SMITH.

*Treasurer*, Mrs. C. A. HERTER.

Term expiring 1898.

Mrs. EUGENE SMITH.

Mrs. BENJAMIN WILLIAMSON.

Mrs. RICHARD M. HOE.

Mrs. FREDERICK W. DOWNER.

Mrs. J. LOWRIE BELL.

Term expiring 1899.

Miss EMILY O. BUTLER.

Mrs. ALEXANDER.

Mrs. C. A. HERTER.

Miss STIMSON.

Mrs. WELCOME G. HITCHCOCK.

Term expiring 1896.

Mrs. WILLIAM F. COCHRAN.

Mrs. HENRY DRAPER.

Mrs. EDWARD C. BODMAN.

Miss ANNIE B. JENNINGS.

Miss IDA NORTHROP.

Term expiring 1897.

Mrs. MARY J. FIELD.

Mrs. ALFRED L. LOOMIS.

Miss HELEN M. GOULD.

Mrs. JOHN P. MUNN.

Miss FRANCES E. LAKE.

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## DIRECTORY OF THE UNIVERSITY.

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CHANCELLOR'S AND TREASURER'S OFFICES, AND COUNCIL ROOM,  
Washington Square.

UNIVERSITY COLLEGE, University Heights.

GRADUATE SCHOOL, Washington Square.

SCHOOL OF ENGINEERING, University Heights.

SCHOOL OF PEDAGOGY, Washington Square.

UNIVERSITY MEDICAL COLLEGE, East Twenty-sixth Street,  
between First Avenue and East River.

UNIVERSITY LAW SCHOOL, Washington Square.

# FACULTY.

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HENRY M. MACCRACKEN, D.D., LL.D.,  
Chancellor.

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EDWARD R. SHAW, PH.D.,  
Dean of the Faculty,  
Professor of the Institutes of Pedagogy.

SAMUEL WEIR, PH.D.,  
Professor of the History of Education, and of Ethics.

EDGAR DUBS SHIMER, PH.D.,  
Professor of Descriptive Psychology.

CHARLES BEMIS BLISS, PH.D.,  
Professor of Experimental and Physiological  
Psychology.

LANGDON S. THOMPSON, PH.D.,  
Lecturer on Æsthetics in Relation to Education.

FREDERICK MONTESER, PH.D., PH.D.,  
Lecturer on Comparative Study of National School  
Systems.

ARTHUR B. WOODFORD, PH.D.,  
Lecturer on Sociology in Relation to Education.

JAMES PARTON HANEY, B.S., M.D.,  
Lecturer on Physiological Pedagogics.

LESLIE J. TOMPKINS, M.S., LL.B.,  
Registrar.

FRANCES M. WOODWARD,  
Assistant in the Library.

## HISTORY AND ORGANIZATION.

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THE conception of a School of Pedagogy, for graduate work, instituted as an organic part of the University, and equal in rank to other professional schools, originated in the request of several mature teachers for instruction in higher pedagogy. After a satisfactory preliminary test, continuing for four years, of the practicability of this idea, the School of Pedagogy of New York University was established by the University Council on March 3d, 1890.

### AIM AND OBJECT.

The aim of the School of Pedagogy is to furnish thorough and complete professional training for teachers. For this purpose it brings together all that bears upon pedagogy from the history of education, from descriptive, experimental and physiological psychology, from the domain of medicine, from ethics, from philosophy, from æsthetics, from sociology, from the principles and art of teaching, and from a comparative study of different national systems of education. It unifies this knowledge into a body of pedagogical doctrine, and points out its application to the practical work of the educator.

The plan of the institution places it upon the same basis as that of the best schools of law, medicine, and theology. The work is of distinctively university grade, and graduates of colleges and normal schools, and others of equal experience and maturity, will find in this school opportunity for the thorough study of higher Pedagogy.

### METHOD.

The work is accomplished by lectures, and by the seminary method of investigation and discussion which gives incite-

ment to the highest order of study by bringing together small groups of students intent on progress towards the same professional ends.

Lectures are given and seminaries conducted from Mondays to Saturdays inclusive throughout the school year.

### ENROLMENT.

For enrolment the student must present a diploma from a College of Arts and Science, or from a Normal School, higher course, or testimonials of general scholarship equal to that required for such a diploma. It is recommended that he read critically, before entering, the following educational classics: Books I. and II. of Quintilian's "Institutes of Oratory;" Montaigne's essays on "Pedantism," and on "The Institution and Education of Children;" Milton's "Tractate on Education" (edited by Browning); Locke's "Thoughts on Education" (edited by Quick); Pestalozzi's "Leonard and Gertrude;" and Rousseau's "Émile."

### AUDITORS.

In addition to those who are candidates for degrees, a second class of students may be enrolled, to be known as Auditors. To this class may be admitted all such as commend themselves to the Faculty as prepared to receive benefit from the lectures, but such students cannot be candidates for a degree. They may attend the lectures as the Faculty may direct, upon payment of \$10 for *each course* attended; but the privilege of seminary work is not extended to them, and they are not admitted to examinations.

### SCHOLARSHIPS.

Scholarships are offered upon conditions which will be stated upon application to the Chancellor of the University.

## DEGREES.

## DOCTOR OF PEDAGOGY.

The degree of Doctor of Pedagogy will be conferred upon a student who has met the following conditions :

I. He must have been credited with attendance upon the required lectures and seminaries.

II. He must have successfully completed the five Major and five of the Minor courses. The Minor courses marked with an asterisk (\*) are elective ; the student is required to choose one of these in making up his list of Minor courses.

III. He must have presented the prescribed thesis as defined hereafter, and have received approval of the same.

IV. He must either have presented a certificate showing four years' successful experience in school-room work, or he must have taught two years under the direction of the Faculty and with such success as to receive their approval.

V. He must have paid the fee of \$20 for each Major course, and \$10 for each Minor course required.

## MASTER OF PEDAGOGY.

The degree of Master of Pedagogy will be conferred upon a student who has met the following conditions :

I. He must have been credited with attendance upon the required lectures and seminaries.

II. He must have successfully completed four courses, three of which must be Major courses.

III. He must either have presented a certificate showing two years' successful experience in teaching, or he must have taught one year under the direction of the Faculty and with such success as to receive their approval.

IV. He must have paid the fee of \$20 for each Major course, and \$10 for each Minor course required.

## OUTLINE OF INSTRUCTION.

Instruction is offered in five Major and seven Minor courses, divided as follows : Major, I, II, III, IX, and XII ; Minor, IV, V, VI, VII, VIII, X, and XI.

### FIRST YEAR.

#### I. HISTORY OF EDUCATION.

The aim of this course is to trace the development of educational principles and systems, alike in the relation of these to the general intellectual life of successive periods and nations and in their effect on pedagogical practice. Attention is concentrated first on the ideals cherished during the great civilizations of the past, on their expression through leading philosophers and educators, and their gradual realization in school organization and methods. A concise summary of Oriental life leads to a consideration of Greek and Roman civilization. The intellectual development of the Middle Ages is outlined through a sketch of the early Christian schools, of the efforts of Alfred and Charlemagne, of the influence of chivalry and scholasticism, and of the mediæval university. A study of the Renaissance and the Reformation reveals new elements in educational thought, which are further modified in the philosophy and practice of the seventeenth and eighteenth centuries. The course closes with a critical review of the more prominent educational writers of the present century and a presentation of the broader developments and larger problems of current pedagogical thought.

Professor Weir.

4 hours a week.

#### II. PHYSIOLOGICAL AND EXPERIMENTAL PSYCHOLOGY.

Study of the physical basis of mental life, structure and function of the central nervous system, and the end organs of sense. Summary of the known relations between physical and mental phenomena.

Psychological experiments and measurements. Experi-



ments on the senses—taste, smell, touch, pressure, temperature, muscle sense, hearing, sight, with special reference to methods of psychological measurement; upper and lower limits, minimum variation, right and wrong answers, handling figures, computing averages, estimating accuracy of work, and expressing results in tabular and graphic form.

Experimental study of time relations of mental phenomena; association of ideas; memory, attention, force of suggestion, æsthetic judgments; motor energy, voluntary and involuntary; steadiness, accuracy, rhythm, habit, fatigue, pain. Growth of mind, variation in accuracy of senses and higher mental powers with age, sex, nationality, environment. Introduction to the literature of the various subjects, with thorough examination of investigations which have had direct bearing on pedagogical practice.

Two hours a week will be occupied with lectures and demonstrations covering the whole field, presenting the principal methods of investigation and the results thus far obtained. The other two hours will be devoted to experiments by the class. A comparatively small number of problems will be undertaken with a view to making the work exact and reaching definite results. Reports upon the literature of the subject and reports upon experiments made independently will be expected.

The aim of the course is to enable the student to understand the rapidly increasing literature of child-study and of psychological investigation, as applied to educational problems, to distinguish the worthless from that which has value, to recognize the limits and possibilities of this line of work, and to enable him to make future investigations which shall be of value to psychology and to pedagogy.

The psychological laboratory was established in 1894. It occupies two commodious rooms, and is supplied with the ordinary psychological apparatus, the equipment having special reference to problems which have a direct bearing on pedagogy.

Professor Bliss.

4 hours a week.

### III. DESCRIPTIVE PSYCHOLOGY.

The nature, scope, method, and aim of psychology ; what psychic facts are, how obtained and classified ; a detailed study of mental processes ; attention, its nature and conditions ; conscious and "organic" memory ; flow of association ; exercise and habit ; the various phases of intellection and emotion with distinct reference to training ; possible concomitance between variations in sense-perception and moral consciousness ; scientific correction of imperfect concepts ; factors of mental development, what a normal mind is, study of defects, so-called dulness ; rise and growth of will ; imitation ; relation of discipline to instruction ; temperament ; heredity and environment ; conscience, moral habit, character. Implications of biological, comparative, and sociological psychology considered, and epistemological limitations traced ; on this basis a theoretical syllabus for study of child mind evolved.

This course is given by topics in lectures and seminars. Ladd's *Descriptive and Explanatory Psychology* is read with reference to other leading authorities. Original investigation on assigned topics is required, with presentation of data and bibliography.

Professor Shimer.

4 hours a week.

### IV. HISTORY OF PHILOSOPHY.

A brief historical survey and critical exposition of the principal conceptions and problems of philosophy for the purpose of acquainting the student with the development of philosophical thought and its relation to the progress of culture in general, and of educational theory and practice in particular.

Professor Weir.

2 hours a week.

### V. PHYSIOLOGICAL PEDAGOGICS—THE RELATION OF MEDICINE TO PEDAGOGY.

Anatomy and physiology of the digestive and excretive tissues ; the neuro-muscular system. The physiology of growth

and development, and its relation to the education of children and adolescents. The nature and effects of physical training. Fatigue and its manifestations. Anthropometrical measurements. The diatheses. The diseases of mal-nutrition. Postures, and deformities caused at school. The nervous diseases of development. Training of the mentally deficient. Diseases of the eye and ear, with tests to ascertain defects of vision and hearing. Infectious diseases, their nature and propagation. Prophylaxis and disinfection. School hygiene, sanitation, etc.

Dr. Haney.

2 hours a week.

## SECOND YEAR.

### \*VI. COMPARATIVE STUDY OF NATIONAL SCHOOL SYSTEMS.

Historical and descriptive study of the national systems of education of Germany, France, and England, with reference to the social, political, and ecclesiastical conditions of those countries. The principal topics considered are : The relation of Church and State to the problem of popular education. School administration and supervision. The training and status of teachers. Character and scope of elementary education. Recent reforms in secondary education. Education of women. Technical, commercial, and industrial education. Higher education.

The work is carried on by lectures, supplemented by independent investigations on part of the students. Each member of the class is expected either to investigate the school system of some country not mentioned above, or to make a careful comparative study of some special topic with reference to the three countries mentioned above.

As the comparison between American and foreign educational conditions and problems is kept in view throughout the course, the students should be familiar with the general state of education in this country.

Dr. Monteser.

1 hour a week.

### \* VII. *ÆSTHETICS* IN RELATION TO EDUCATION.

The art impulse and its historical development. (*a*) The sense of feeling for form and color ; (*b*) the genesis of art ; (*c*) the historical development of the fine arts.

Educational significance of *Æsthetics* : (*a*) In elementary education ; (*b*) in secondary education ; (*c*) in higher education.

Means of culture : (*A*) Theoretical : (*a*) study of nature in landscape, sea and sky ; (*b*) study of art works ; (*c*) study of art history ; (*d*) decoration of school-rooms ; (*e*) influence of music in elementary and secondary education. (*B*) Practical : (*a*) modelling, drawing and color work ; (*b*) logical order and relation to other school studies ; (*c*) ideal course in elementary art education.

Dr. Thompson.

1 hour a week.

### \* VIII. *SOCIOLOGY* IN RELATION TO EDUCATION.

I. Sociology : its character and method. Education is closely related to sociology, the science of society. Nature of society. Character of social progress.

II. Heredity and education. Man's animal nature conditions his education. Life of primitive man. Distribution of races. The capacity of different races for intellectual, moral, and physical development. Language as indicative of culture ; a means of civilization. Physical education and the benefits from games.

III. Domestic life. The family the first school. Types of the family and of home life. Influence of home on methods in education. School environment. Influence of schools on the home and on society. Education through the family. Public opinion and education.

IV. Industrial life. Stages in man's development. Modern industrial institutions. Prevailing notions of property as affecting educational methods. Kind of culture needed by rural, urban, seafaring, manufacturing, and by commercial people. Business ideals and the utilitarian side of education. Manual training.

V. Relation of the state to education. Development of political institutions. Need of public education ; how far it should be carried ; what should be taught. National ideals. Education through (a) legislation ; (b) enforcement of the law. Conception of political rights and the duty of the educator. The development of patriotism and civic pride.

Dr. Woodford.

1 hour a week.

## IX. INSTITUTES OF PEDAGOGY.

This course is comprised under the following heads : 1. An examination of the commonly accepted principles and maxims of education to determine their scope and limitations. 2. The education values of the different subjects of study, and to what degree these values depend upon mode of presentation. 3. Motor education ; its correlation to the various branches of study. 4. The correlation, co-ordination, and concentration of studies. Preparation by students of courses of study on the principle of co-ordination, with working directions, and arrangement of programs in accordance with what has been discovered relative to school fatigue. 5. Individual *versus* class instruction. 6. Interest and its criteria. 7. Child study, involving observations, tests, measurements, and the collation of data. 8. Adolescence. 9. An examination of De Garmo's "Essentials of Method," with extended studies growing out of this—viz., the "Logic of Sense Perception," by Dr. William T. Harris, Lange's "Apperception," etc. 10. The heuristic method. 11. Derived principles of method. 12. Application of these in the teaching of subjects in elementary and secondary schools—Reading, Writing, Spelling, Number and Arithmetic, Geography, Form-study and Drawing, Elementary Science, History, English Composition, Physiology, Algebra, Inventional Geometry, Demonstrative Geometry, Physics, Chemistry, Zoology, Botany, Astronomy, Rhetoric, English Literature, etc., with required presentation of lessons for criticism and discussion. 13. The literature of systematic pedagogy.



During the year students will visit certain schools of high rank in New York City and vicinity for observation and study.

The work in this course will be by lectures and seminary discussion. Opportunity will be afforded for special study of the teaching of a chosen subject.

Professor Shaw.

4 hours a week.

## X. ETHICS.

Theoretical ethics, including a comparative study of recent ethical writers in order to reach by the critical method a sound and philosophical ethical position, to induce the habit of reflection and to develop critical insight.

The course includes a discussion of the ethical aim in education both as to its importance and its proper direction.

Professor Weir.

1 hour a week.

## XI. SCHOOL ORGANIZATION, MANAGEMENT AND ADMINISTRATION.

1. School buildings, grounds, lighting, heating, ventilation, furniture, sanitation, apparatus, and equipment, discussed with reference to the best standards and the reasons which determine these. The practical application of these standards. Students will be required to make tests of ventilation in certain accessible schools, determining by means of the anemometer the number of cubic feet of air entering the room per minute for each pupil, the number of cubic feet passing out, the temperature and humidity of the air of the room, the impurity as denoted by the proportionate amount of carbonic acid gas present. 2. A study of the course of instruction, methods of teaching, working directions, grading, management, and administration of a system of schools. The study will be made by visits of observation, by written reports, and by discussions.

Many towns and small cities lie close to New York, affording favorable opportunities for this study.

Professor Shaw.

2 hours a week.



## XII. ORIGINAL INVESTIGATION LEADING TO REQUIRED THESIS.

The work in this course will be under the direction of the Professor of the History of Education, of either Professor of Psychology, or the Professor of the Institutes of Pedagogy, according to the subject of investigation chosen.

6 hours a week.

### SELECTION OF COURSES.

In case special circumstance makes such procedure advisable, a student may be permitted, with the approval of the Faculty, to select his courses from the subjects of the First and the Second year.

### THESIS FOR THE DOCTORATE.

For the degree of Doctor of Pedagogy a Thesis to be known as the "Thesis for the Doctorate in Pedagogy" shall be submitted by the candidate not later than May 1st preceding the Commencement at which the conferment of the degree is sought. This Thesis must show original treatment, or give evidence of independent research. The Thesis must be accompanied by an analytical table of contents and a bibliography of the subject prefixed to the same. References to authorities must be indicated clearly in foot-notes. The Thesis must be presented in typewriting, or in a perfectly legible hand on paper of prescribed size, bound together, with the writer's name lettered upon the cover, after a pattern to be seen in the School of Pedagogy Library.

### EXAMINATIONS AND THEMES.

(a) The examinations shall be held during the month of May of each year. (b) The duration of each examination shall be from three and a half to four hours, divided into two periods at the option of the professor. (c) When an extended written theme of not less than two thousand words, typewritten, shall have been presented before the day of examination, it may, at the professor's discretion, be accepted as

equivalent to one half of the required examination. (d) The least time devoted in any case to the written examination on the part of a student shall be one and a half hours.

### LIBRARY FACILITIES.

The School of Pedagogy has a large and well-equipped library, to which the latest pedagogical works are being constantly added.

The Astor Library is within three minutes' walk of the University Building. The Library of the Academy of Medicine contains among its large collection many valuable books necessary in pedagogical study and research, and to be found in no other library of the city. These great libraries are open free to all students of the School.

### PERMANENT SCHOLARSHIPS.

THE LOUISE HENRIETTE LECLERE SCHOLARSHIP of \$2500, founded December 20, 1890, through the efforts of the Women's Advisory Committee, by pupils of the teacher whose name it bears.

THE JAY GOULD SCHOLARSHIP of \$5000, founded in 1894 by Miss Helen Miller Gould, and increased from \$2000 to \$5000 in 1895.

THE JAMES BUELL SCHOLARSHIP of \$2000, founded 1895 by Mrs. Martha Buell Munn.

THE HITCHCOCK SCHOLARSHIP of \$2000, founded 1895 by Mrs. Welcome G. Hitchcock.

THE HELEN DAY GOULD SCHOLARSHIPS, two of \$5000 each, in memory of the late Mrs. Helen Day Miller, wife of the late Mr. Jay Gould, founded in 1895 by her daughter, Miss Helen Miller Gould.

THE WESTERN SCHOLARSHIP of \$5000, and THE SOUTHWESTERN SCHOLARSHIP of \$5000, founded in 1895, in memory of the late Mr. Jay Gould by his daughter, Miss Helen Miller Gould.

THE NORTHROP SCHOLARSHIP of \$4000, founded in 1895 by Miss Ida Northrop.

The Western and Southwestern Scholarships are open to teachers upon the line of the Texas and Pacific, St. Louis Southwestern, and the International and Great Northern railways.

Each of the \$5000 scholarships is intended to yield to the holder \$250 a year ; the \$4000 scholarship, \$200 a year. Each of the other scholarships yields to the holder of the same the cost of tuition for one year. Candidates for these permanent scholarships should send their applications, accompanied by letters of recommendation and other evidences of their ability to pursue successfully the courses of instruction chosen, to the Chancellor of the University not later than September 20th.

#### TEMPORARY SCHOLARSHIPS.

Five special scholarships, yielding the entire cost to the student of tuition for one year, are offered. Candidates for these special scholarships should send their applications, accompanied by letters of recommendation and other evidences of their ability to pursue successfully the courses of instruction chosen, to the Chancellor of the University not later than September 20th.

#### FEEES.

The fee for instruction is \$20 for the year in each Major course, and \$10 for the year in each Minor course, payable before the 1st day of December. All fees are to be paid to the Registrar of the University, and no enrolment is complete until the payment of the required fee is made.

#### LENGTH OF YEAR.

The year begins on Wednesday, September 30th, 1896, and ends on Saturday, May 15th, 1897. The lectures and seminars are intermitted on all legal holidays falling within the scholastic year, and also for a week at Christmas and New Year's.

## LIVING EXPENSES.

Men students can obtain good board, including room rent, at a convenient distance from the University Building for \$6 per week.

At the Hall for Women Students good board and room will be furnished for \$5 per week. Women students who desire to live at the Hall should address

MISS IDA NORTHROP,  
*Secretary of Home Committee,*  
 School of Pedagogy, Washington Square,  
 New York City.

Students should reach New York several days before the opening of the school, in order to place themselves comfortably before the lectures begin.

Regular work for the year 1896-97 will commence on Wednesday, September 30th, at 4 P.M.

The Dean will be at his office on and after September 26th from 10 A.M. to 5 P.M., to meet entering students and to consult with them in regard to the courses they wish to take.

Applicants for admission to the School will address

PROFESSOR EDWARD R. SHAW, PH.D.,  
*Dean of the Faculty of Pedagogy,*  
 University Building, Washington Square,  
 New York City.

# SCHEDULE OF LECTURES AND SEMINARIES, 1896-97.

Hours.	2.45—3.45.	3.45—4.45.	4.45—5.45.
Monday.....	II. Experimental Psychology. Section A.	III. Descriptive Psychology. IX. <i>Institutes of Pedagogy.</i>	I. History of Education. II. Experimental Psychology. Section B.
Tuesday.....	II. Experimental Psychology. Section A.	IV. History of Philosophy. IX. <i>Institutes of Pedagogy.</i>	I. History of Education. II. Experimental Psychology. Section B.
Wednesday.....	II. Experimental Psychology. Section A.	III. Descriptive Psychology. IX. <i>Institutes of Pedagogy.</i>	I. History of Education. II. Experimental Psychology. Section B.
Thursday.....	II. Experimental Psychology. Section A.	V. Physiological Pedagogy. IX. <i>Institutes of Pedagogy.</i>	IV. History of Philosophy.
Friday.....	<i>Conferences on theses by special arrangement with each professor.</i>		
Hours.	9—10.	10—11.	11—12.
Saturday.....	XI. <i>School Organization.</i>	III. Descriptive Psychology. X. <i>Ethics.</i> Section A.	II. Experimental Psychology. V. Physiological Pedagogy. X. <i>Ethics.</i> Section B.
			VI. <i>Comparative Study of School Systems.</i> VII. <i>Aesthetics.</i> VIII. <i>Sociology.</i>

Second year courses are printed in italics.

## GRADUATES 1895.

*Doctors of Pedagogy.*

Albert Curtis Almy,	. . .	Brooklyn, N. Y.
James Churchill Black,	. . .	St. Louis, Mo.
John J. Dawson,	. . .	Brooklyn, N. Y.
Alexander D. Dunbar,	. . .	Peekskill, N. Y.
Hannah W. De Milt,	. . .	New York City.
Lizzie E. Rector,	. . .	Jersey City, N. J.

*Masters of Pedagogy.*

Louisa Bruckman,	. . .	New York City.
Boris Bogen,	. . .	Moscow, Russia.
Helen G. Daly,	. . .	Brooklyn, N. Y.
Eugene E. Dodd,	. . .	Carthage, Mo.
Ida A. Elliott,	. . .	Muskegon, Mich.
John Clayton Fant,	. . .	Macon, Miss.
Jean C. Huston,	. . .	Corona, N. Y.
Anna V. Jones,	. . .	Port Richmond, N. Y.
Elise W. Kornmann,	. . .	New York City.
Eleanor I. Keller,	. . .	New York City.
Amanda F. Lang,	. . .	New York City.
Jessie A. Marshall,	. . .	Chappaqua, N. Y.
George Hastings McNair,	. . .	Hardwick, Vt.
John Melville,	. . .	Brooklyn, N. Y.
Lillian H. Nichols,	. . .	Paterson, N. J.
Henry R. Russell,	. . .	Millville, Pa.
Lily S. Swan,	. . .	Bayonne, N. J.
Mary A. Todd,	. . .	Newark, N. J.
La Fayette Talbot,	. . .	Hoboken, N. J.
Miriam E. Wheeler,	. . .	Elizabeth, N. J.

## ROLL OF STUDENTS.

Thomas O. Baker,	. . .	Durango, Col.
A. G. Balcom,	. . .	Newark, N. J.
Boris Bogen,	. . .	Moscow, Russia.
Marion McA. Christie,	. . .	Bayonne, N. J.



Anna C. Clothier, . . . . .	Hackensack, N. J.
Mary E. Coffin, . . . . .	Asbury Park, N. J.
Martin Luther Cox, . . . . .	Dover, N. J.
James M. Crane, . . . . .	Newburgh, N. Y.
Margaret Crownshield, . . . . .	New York City.
William A. Dalton, . . . . .	New York City.
Frank Deerwester, . . . . .	Warrensburg, Mo.
Florence Deitsch, . . . . .	New York City.
James B. Demarest, . . . . .	New York City.
Hannah W. De Milt, . . . . .	New York City.
George A. Disbrow, . . . . .	New York City.
William H. Doty, . . . . .	Amherst, Mass.
John Dwyer, . . . . .	New York City.
*Clementine Fawcett, . . . . .	Rusk, Tex.
Estelle Forchheimer, . . . . .	New York City.
Martin H. Ford, . . . . .	Pearl River, N. Y.
Christina Gautier, . . . . .	Jamaica, L. I.
Mary Margaret Gile, . . . . .	Orange, N. J.
Blanche Halsey, . . . . .	Jersey City, N. J.
Mildred Dayton Hamman, . . . . .	New York City.
Lois M. Hicks, . . . . .	Poughkeepsie, N. Y.
Anastasia Howe, . . . . .	New York City.
J. J. Jenkins, . . . . .	Corona, N. Y.
Charles S. Johnson, . . . . .	Rutherford, N. J.
Frederick Tristrano Johnson, . . . . .	North Berwick, Me.
Olive M. Jones, . . . . .	New York City.
Denorah M. Joseph, . . . . .	New York City.
Martin Joyce, . . . . .	Long Island City, N. Y.
Ella Keith, . . . . .	New York City.
Henry A. Kelly, . . . . .	New York City.
Mary E. Kerrigan, . . . . .	New York City.
Cecil A. Kidd, . . . . .	New York City.
Bertha K. Koehler, . . . . .	New York City.
Elise W. Kornmann, . . . . .	New York City.
Grace H. Kupfer, . . . . .	New York City.
Lillian Kupfer, . . . . .	New York City.
Ossian H. Lang, . . . . .	New York City.
A. R. N. Lathrop, . . . . .	Bridgeport, Conn.

Charles M. Light, . . . . .	Pittsburg, Kan.
Ferdinand Maenner, . . . . .	Hoboken, N. J.
Frederic William Mar, . . . . .	Brooklyn, N. Y.
Jessie A. Marshall, . . . . .	Chappaqua, N. Y.
Flora Allen Martin, . . . . .	Fort Worth, Texas.
Rose M. A. McManus, . . . . .	New York City.
George Hastings McNair, . . . . .	Hardwick, Vt.
John Melville, . . . . .	Brooklyn, N. Y.
Sarah M. Mott, . . . . .	East Orange, N. J.
Frederick A. North, . . . . .	Toms River, N. J.
Clara J. Parker, . . . . .	Yonkers, N. Y.
Maria Pendleton, . . . . .	Brooklyn, N. Y.
L. May Pink, . . . . .	Brooklyn, N. Y.
Caroline W. Rehorn, . . . . .	Yonkers, N. Y.
Mary Augusta Requa, . . . . .	New York City.
Elizabeth Reid, . . . . .	New York City.
Jane du B. Roberts, . . . . .	New York City.
Loretto M. Rochester, . . . . .	Jersey City, N. J.
Henry R. Russell, . . . . .	Millville, Pa.
Sophie E. von Seyfried, . . . . .	Newark, N. J.
Frederick M. Shaw, . . . . .	Paterson, N. J.
Andrew I. Sherman, . . . . .	Brooklyn, N. Y.
Albert Shiels, . . . . .	Mount Vernon, N. Y.
Edward Walmsley Stitt, . . . . .	New York City.
Grace C. Strachan, . . . . .	Brooklyn, N. Y.
Lily S. Swan, . . . . .	Bayonne, N. J.
La Fayette Talbot, . . . . .	Hoboken, N. J.
Florence May Thomas, . . . . .	Arlington, N. J.
Miriam E. Wheeler, . . . . .	Elizabeth, N. J.
Caroline M. Wiggins, . . . . .	Brooklyn, N. Y.
Frank H. Wood, . . . . .	Albany, N. Y.
Anna Young, . . . . .	New York City.

## AUDITORS.

Florence Ida Benjamin, . . . . .	New York City.
Elizabeth D. Battle, . . . . .	New York City.
Erich Bostroem, . . . . .	New York City.
Gertrude M. Brant, . . . . .	Elizabeth, N. J.
Abraham Chankin, . . . . .	New York City.

Margaret P. Duggan, . . . .	New York City.
Martha W. Goodkind, . . . .	New York City.
Adelaide Hamman, . . . .	Yonkers, N. Y.
Alice F. Johnston, . . . .	Elizabeth, N. J.
Marion Lenher, . . . .	Elizabeth, N. J.
Caroline B. Martin, . . . .	New York City.
Adolph R. Mischlieb, . . . .	Brooklyn, N. Y.
Ernest Mueller, . . . .	Carlstadt, N. J.
Virginia Schweizer, . . . .	New York City.
Winona Belle Shallenberger, . .	New York City.
Helen Minot H. Shaw, . . . .	New York City.

# CALENDAR OF 1896-97.

1896.

May 1,	Friday,	Theses for Doctorate submitted.
May 9-15,	Sat. to Fri.,	Final Examinations.
June 4,	Thursday,	COMMENCEMENT.

## VACATION.

Sept. 30,	Wednesday,	Enrolment.
Oct. 1,	Thursday,	Lectures begin.
Nov. 26-28,	Thurs. to Sat.,	Thanksgiving Recess.
Dec. 25-Jan. 4,	Fri. to Sat. week,	Christmas Recess.

1897.

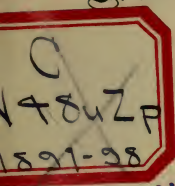
Feb. 12,	Friday,	Intermisson for Lincoln's Birthday.
Feb. 22,	Monday,	Intermission for Washington's Birthday.
May 1,	Saturday,	Theses for Doctorate submitted.
May 10-15,	Mon. to Sat.,	Final Examinations.
June 10,	Thursday,	COMMENCEMENT.

For further information in regard to the School of Pedagogy  
address the

DEAN OF THE FACULTY OF PEDAGOGY,  
University Building,  
Washington Square,  
New York City.

New York University

School of Pedagogy



LIBRARY  
OF THE  
UNIVERSITY of ILLINOIS

*ANNOUNCEMENTS FOR  
THE EIGHTH YEAR,  
BEGINNING SEP-  
TEMBER 29, 1897,  
AND ENDING MAY  
14, 1898.*



WASHINGTON SQUARE, NEW YORK CITY.

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## UNIVERSITY ANNOUNCEMENTS.

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## CALENDAR OF 1897-98.

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1897.

May 1,	Saturday,	Theses for Doctorate submitted.
May 10-15,	Mon. to Sat.,	Final Examinations.
June 10,	Thursday,	COMMENCEMENT.

### VACATION.

Sept. 29,	Wednesday,	Enrolment.
Sept. 30,	Thursday,	Lectures begin.
Nov. 25-27,	Thurs. to Sat.,	Thanksgiving Recess.
Dec. 25-Jan. 3,	Fri. to Sat. week,	Christmas Recess.

1898.

Feb. 12,	Saturday,	Intermission for Lincoln's Birthday.
Feb. 22,	Tuesday,	Intermission for Washington's Birthday.
May 2,	Monday,	Theses for Doctorate submitted.
May 9-14,	Mon. to Sat.,	Final Examinations.
June 9,	Thursday,	COMMENCEMENT.

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### TERM AND VACATIONS.

The year begins on Wednesday, September 29th, 1897, and ends on Saturday, May 14th, 1898. Lectures are given and seminaries conducted from Mondays to Saturdays inclusive, but are intermitted on all legal holidays falling within the scholastic year, and also for a week at Christmas and New Year's.

## FACULTY.

HENRY M. MACCRACKEN, D.D., LL.D.,  
*Chancellor.*

---

EDWARD R. SHAW, PH.D.,  
*Dean of the Faculty ; Professor of the Institutes of Pedagogy.*

SAMUEL WEIR, PH.D.,  
*Professor of the History of Education, and of Ethics.*

EDWARD FRANKLIN BUCHNER, PH.D.,  
*Professor of Descriptive Psychology.*

CHARLES B. BLISS, PH.D.,  
*Professor of Experimental and Physiological Psychology.*

FREDERICK MONTESER, PH.D., PD.D.,  
*Lecturer on Comparative Study of National School Systems.*

JAMES PARTON HANEY, B.S., M.D.,  
*Lecturer on Physiological Pedagogics.*

ARTHUR B. WOODFORD, PH.D.,  
*Lecturer on Sociology in Relation to Education.*

---

LESLIE J. TOMPKINS, M.S., LL.B.,  
*Registrar.*

FRANCES M. WOODWARD,  
*Assistant in the Library.*

## GENERAL STATEMENT.

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THE conception of a School of Pedagogy, for graduate work, instituted as an organic part of the University, and equal in rank to other professional schools, originated in the request of several mature teachers for instruction in higher pedagogy. After a satisfactory preliminary test, continuing for four years, of the practicability of this idea, the School of Pedagogy of New York University was established by the University Council on March 3d, 1890.

### AIM.

The aim of the School of Pedagogy is to furnish thorough and complete professional training for teachers. For this purpose it brings together all that bears upon pedagogy from the history of education, from descriptive, experimental and physiological psychology, from the domain of medicine, from ethics, from philosophy, from æsthetics, from sociology, from the principles and art of teaching, and from a comparative study of different national systems of education. It unifies this knowledge into a body of pedagogical doctrine, and points out its application to the practical work of the educator.

The plan of the institution places it upon the same basis as that of the best schools of law, medicine, and theology. The work is of distinctively university grade, and graduates of colleges and normal schools, and others of equal experience and maturity, will find in this school opportunity for the thorough study of higher Pedagogy.

The University appropriately marks the successful completion of required work by the conferment of the degrees of Master or Doctor of Pedagogy. (See page 19.)

## LOCATION.

The School of Pedagogy is in the new University Building, Washington Square, East, New York City. The entrance to the rooms of the School is at the north end of the building, on Waverley Place.

## FACILITIES FOR INSTRUCTION.

The School of Pedagogy occupies space specially provided for it in the erection of the new University Building on Washington Square East, where the work of New York University has been carried on for nearly seventy years. Provision is made for the library spoken of below, the office of the Dean, the Psychological Laboratory, the recitation rooms, and the cloak rooms for men and women respectively. The greatest care has been taken in securing the best light and ventilation. The outlook from the windows commands a view of a large part of the metropolis and the neighboring cities of New Jersey. The building is made the headquarters of several organizations of teachers, the Society of Pedagogical Research, the New York University Society of Child Study, the Alumni Association of Doctors of Pedagogy, the Suburban Council of Education, and the Society for the Comparative Study of Pedagogy. No better point can be found from which to study the school life of the chief centre of population of the continent. The presence of the University Law School, and of certain parts of the University Graduate School in the same building, tend to make the surroundings of the school more entirely academic. The University stairways and elevators have been reserved exclusively for the use of these schools.

## LIBRARIES.

The Astor Library is within three minutes' walk of the University Building. The Library of the Academy of Medicine contains among its large collection many valuable books

necessary in pedagogical study and research, and to be found in no other library of the city. These great libraries are open free to all students of the School.

The School of Pedagogy has a large and well-equipped library, to which the latest pedagogical works are being constantly added.

### REQUIREMENT FOR ADMISSION.

For enrollment the student must present a diploma from a College of Arts and Science, or from a Normal School, higher course, or testimonials of general scholarship equal to that required for such a diploma. It is recommended that he read critically, before entering, the following educational classics: Books I. and II. of Quintilian's "Institutes of Oratory;" Montaigne's essays on "Pedantism," and on "The Institution and Education of Children;" Milton's "Tractate on Education" (edited by Browning); Locke's "Thoughts on Education" (edited by Quick); Pestalozzi's "Leonard and Gertrude;" and Rousseau's "Émile."

### AUDITORS.

In addition to those who are candidates for degrees, a second class of students may be enrolled, to be known as Auditors. To this class may be admitted all such as commend themselves to the Faculty as prepared to receive benefit from the lectures, but such students cannot be candidates for a degree. They may attend the lectures and seminars as the Faculty may direct, upon payment of the regular fee for *each course* attended; but they are not admitted to final examinations.

### DIRECTIONS FOR REGISTRATION.

Students should reach New York several days before the opening of the school, in order to place themselves comfortably before the lectures begin.

Regular work for the year 1897-98 will commence on Wednesday, September 29th, at 4 P.M.

The Dean will be at his office on and after September 25th from 10 A.M. to 5 P.M., to meet entering students and to consult with them in regard to the courses they wish to take.

Applicants for admission to the School will address

PROFESSOR EDWARD R. SHAW, PH.D.,  
*Dean of the Faculty of Pedagogy,*  
 University Building, Washington Square,  
 New York City.

### FEEES.

An enrollment fee of \$5 is payable upon the selection of courses and the filling out of the enrollment blank ; but this sum is refunded to the student upon payment of the fee for instruction.

The fee for instruction is \$20 for the year in each Major course, and \$10 for the year in each Minor course, payable before the 1st day of December. All fees are to be paid to the Registrar of the University, and no enrollment is complete until the payment of the required fee is made.

### LIVING EXPENSES.

Students can obtain good board, including room rent, at a convenient distance from the University Building from \$6 and upwards per week.

### SCHOLARSHIPS.

THE LOUISE HENRIETTE LECLERE SCHOLARSHIP of \$2500, founded December 20, 1890, through the efforts of the Women's Advisory Committee, by pupils of the teacher whose name it bears.

THE JAY GOULD SCHOLARSHIP of \$5000, founded in 1894 by Miss Helen Miller Gould, and increased from \$2000 to \$5000 in 1895.

THE JAMES BUELL SCHOLARSHIP of \$2000, founded 1895 by Mrs. Martha Buell Munn.



THE HITCHCOCK SCHOLARSHIP of \$2000, founded 1895 by Mrs. Welcome G. Hitchcock.

THE HELEN DAY GOULD SCHOLARSHIPS, two of \$5000 each, in memory of the late Mrs. Helen Day Miller, wife of the late Mr. Jay Gould, founded in 1895 by her daughter, Miss Helen Miller Gould.

THE WESTERN SCHOLARSHIP of \$5000, and THE SOUTHWESTERN SCHOLARSHIP of \$5000, founded in 1895, in memory of the late Mr. Jay Gould by his daughter, Miss Helen Miller Gould.

The Western Scholarship is open to teachers along the line of the Missouri Pacific and Iron Mountain railways; the Southwestern Scholarship to teachers along the line of the Texas and Pacific, St. Louis Southwestern, and the International and Great Northern railways.

THE NORTHROP SCHOLARSHIP of \$4000, founded in 1895 by Miss Ida Northrop.

FIVE TEMPORARY SCHOLARSHIPS, yielding the entire cost to the student of tuition for one year.

Each of the \$5000 scholarships is intended to yield to the holder \$250 a year; the \$4000 scholarship, \$200 a year. Each of the other scholarships yields to the holder of the same the cost of tuition for one year. Candidates for any one of these scholarships should send their applications, accompanied by letters of recommendation and other evidences of their ability to pursue successfully the courses of instruction chosen, to the Chancellor of the University not later than September 10th.

## OUTLINE OF INSTRUCTION.

Instruction is offered in four Major and nine Minor courses, divided as follows : Major, I, II, III, and XI ; Minor, IV, V, VI, VII, VIII, IX, X, XII, and XIII.

### FIRST YEAR.

#### I. HISTORY OF EDUCATION.

The aim of this course is to trace the development of educational principles and systems, alike in the relation of these to the general intellectual life of successive periods and nations and in their effect on pedagogical practice. Attention is concentrated first on the ideals cherished during the great civilizations of the past, on their expression through leading philosophers and educators, and their gradual realization in school organization and methods. A concise summary of Oriental life leads to a consideration of Greek and Roman civilization. The intellectual development of the Middle Ages is outlined through a sketch of the early Christian schools, of the efforts of Alfred and Charlemagne, of the influence of chivalry and scholasticism, and of the mediæval university. A study of the Renaissance and the Reformation reveals new elements in educational thought, which are further modified in the philosophy and practice of the seventeenth and eighteenth centuries. The course closes with a critical review of the more prominent educational writers of the present century and a presentation of the broader developments and larger problems of current pedagogical thought.

Professor Weir.

4 hours a week.

#### II. PHYSIOLOGICAL AND EXPERIMENTAL PSYCHOLOGY.

Study of the physical basis of mental life, structure and function of the central nervous system, and the end organs of sense.

Psychological experiments and measurements. Experi-

ments on the senses, with special reference to methods of psychological measurement ; upper and lower limits, minimum variation, right and wrong answers, computing averages, estimating accuracy of work, and expressing results in tabular and graphic form.

Experimental study of time relations of mental phenomena ; association of ideas ; memory, attention, force of suggestion, æsthetic judgments ; motor energy ; steadiness, accuracy, rhythm, habit, fatigue, pain. Growth of mind, variation in accuracy of senses and higher mental powers with age, sex, nationality, environment. Introduction to the literature of the various subjects, with thorough examination of investigations which have had direct bearing on pedagogical practice.

One hour a week will be occupied with lectures and demonstrations covering the whole field, presenting the principal methods of investigation and the results thus far obtained. The other three hours will be devoted to experiments by the class. A comparatively small number of problems will be undertaken with a view to making the work exact and reaching definite results. Most of the experiments will be made upon children of various ages from the affiliated schools, as well as upon the members of the class, thus allowing a comparison between children and adults and between children of different ages.

The aim of the course is to enable the students to understand the rapidly increasing literature of child-study and of psychological investigation, as applied to educational problems, to recognize the limits and possibilities of this line of work, and to enable them to make future investigations which shall be of value to psychology and to pedagogy.

The psychological laboratory was established in 1894. It occupies two commodious rooms, and is supplied with the ordinary psychological apparatus, the equipment having special reference to problems which have a direct bearing on pedagogy.

Professor Bliss.

4 hours a week.

### III. DESCRIPTIVE PSYCHOLOGY.

This course undertakes a thorough and systematic study of the functions and phenomena of consciousness from the scientific point of view, with the specific aim of giving the student a working conception of the human mind, based upon the results of introspective and experimental investigations. The nature of psychological science and its methods, the description of the elements of consciousness, and an explanation of the laws controlling the various forms of mental development constitute the topical outlines of study.

The conclusions of psychological science are given a general historical and philosophical interpretation in one direction and a special practical and theoretical application to pedagogy in the other. The conception and problems of education and the training of mental faculty are constantly regarded in the light of the facts of psychological development as supplying the data for their solution.

The lectures, one hour weekly, proceed upon the basis of some treatise on psychology, selected as a suitable text at the beginning of the year, and are supplemented in the three remaining hours by a critical comparison of the views of the leading modern authorities. Each student is expected to select some psychologist and to be responsible for a presentation of his views in the class. The discussions are also aided by papers on various themes written by members of the class and reports from the periodical contribution to psychological literature.

Professor Buchner.

4 hours a week.

### IV. HISTORY OF PHILOSOPHY.

A brief historical survey and critical exposition of the principal conceptions and problems of philosophy for the purpose of acquainting the student with the development of philosophical thought and its relation to the progress of culture in general, and of educational theory and practice in particular.

Professor Weir.

2 hours a week.

## V. PHYSIOLOGICAL PEDAGOGICS—THE RELATION OF MEDICINE TO PEDAGOGY.

Anatomy and physiology of the digestive and excretive tissues ; the neuro-muscular system. The physiology of growth and development, and its relation to the education of children and adolescents. The nature and effects of physical training. Fatigue and its manifestations. Anthropometrical measurements. The diatheses. The diseases of mal-nutrition. Postures, and deformities caused at school. The nervous diseases of development. Training of the mentally deficient. Diseases of the eye and ear, with tests to ascertain defects of vision and hearing. Infectious diseases, their nature and propagation. Prophylaxis and disinfection. School hygiene, sanitation, etc.

Dr. Haney.

2 hours a week.

## \*VI. ELEMENTS OF PEDAGOGY.

This course begins with a discussion of the principles of teaching which should be employed in order to make the fullest appeal to the self-activity of the child, and then points out the application of these principles in the teaching of subjects in the elementary school. The orderly and pedagogical steps to be followed in teaching Arithmetic, Reading, Spelling, Writing, Form, Geometry, Geography, Drawing, Nature Study, History, Literature, Physiology, and Manual Work will be presented. The co-ordination of these subjects will be considered, and the interrelation of the different groups of studies, as well as the interrelation of the studies of the same group, will be definitely traced. Students in this course will be required to make observation in the school of application as well as in other schools and to give frequent lessons. The plans and presentation of these lessons will be fully and freely discussed in order to develop the inventive, directive, and critical powers of the student.

The course is planned in order to give those intending to become principals of training-schools, teachers of method,

and critic teachers the most extended opportunity for equipment for work in those fields of teaching.

Professor Shaw.

2 hours a week.

## SECOND YEAR.

### \*VII. COMPARATIVE STUDY OF NATIONAL SCHOOL SYSTEMS.

Historical and descriptive study of the national systems of education of Germany, France, and England, with reference to the social, political, and ecclesiastical conditions of those countries. The principal topics considered are : The relation of Church and State to the problem of popular education. School administration and supervision. The training and status of teachers. Character and scope of elementary education. Recent reforms in secondary education. Education of women. Technical, commercial, and industrial education. Higher education.

The work is carried on by lectures, supplemented by independent investigations on part of the students. Each member of the class is expected either to investigate the school system of some country not mentioned above, or to make a careful comparative study of some special topic with reference to the three countries mentioned above.

As the comparison between American and foreign educational conditions and problems is kept in view throughout the course, the students should be familiar with the general state of education in this country.

Dr. Monteser.

1 hour a week.

### \* VIII. *ÆSTHETICS* IN RELATION TO EDUCATION.

The instruction in this course is carried forward in a three-fold way : the first part presents the physiological and psychological elements and conditions for the development of the æsthetical feelings and judgments ; the second part gives a historical survey of the more important æsthetical theories ;



the concluding lectures consider the relation of æsthetical development and of art to education and its problems.

(This course is omitted in 1897-98.)

Professor Buchner.

1 hour a week.

#### \*IX. SOCIOLOGY IN RELATION TO EDUCATION.

I. Sociology: its character and method. Education is closely related to sociology, the science of society. Nature of society. Character of social progress.

II. Heredity and education. Man's animal nature conditions his education. Life of primitive man. Distribution of races. The capacity of different races for intellectual, moral, and physical development. Language as indicative of culture; a means of civilization. Physical education and the benefits from games.

III. Domestic life. The family the first school. Types of the family and of home life. Influence of home on methods in education. School environment. Influence of schools on the home and on society. Education through the family. Public opinion and education.

IV. Industrial life. Stages in man's development. Modern industrial institutions. Prevailing notions of property as affecting educational methods. Kind of culture needed by rural, urban, seafaring, manufacturing, and by commercial people. Business ideals and the utilitarian side of education. Manual training.

V. Relation of the state to education. Development of political institutions. Need of public education; how far it should be carried; what should be taught. National ideals. Education through (a) legislation; (b) enforcement of the law. Conception of political rights and the duty of the educator. The development of patriotism and civic pride.

Dr. Woodford.

1 hour a week.

#### \* X. CHILD STUDY.

The aim of this course of lectures is to give a historical account of the child-study movement as found in its literature,

and to present the actual *status* of the material collected in the study of children. This presentation of data is accompanied by an interpretation of them in the light of psychogenetic theories, so as to form an intelligible and practical child psychology, and to point out its pedagogical bearings. This course reserves for itself the field not covered by courses II, V, and XI, in which the study of children by the actual tests and measurements upon them from several points of view are required.

Professor Buchner.

1 hour a week.

## XI. INSTITUTES OF PEDAGOGY.

This course is comprised under the following heads :  
 1. An examination of the commonly accepted principles and maxims of education to determine their scope and limitations. 2. A critical examination of De Garmo's "Essentials of Method," with extended studies growing out of this—viz., the "Logic of Sense Perception," by Dr. William T. Harris, Lange's "Apperception," etc. 3. Motor education ; its correlation with the various branches of study. 4. The education values of the different subjects of study, and to what degree these values depend upon mode of presentation. 5. The correlation, co-ordination, and concentration of studies. Preparation by students of courses of study on the principle of co-ordination, with working directions. 6. Individual *versus* class instruction. 7. Interest and its criteria. 8. Child study, involving observations, tests, measurements, and the collation of data. 9. Adolescence. 10. The heuristic method. 11. Derived principles of method. 12. Application of these in the teaching of subjects in elementary and secondary schools, with required presentation of lessons for criticism and discussion. 13. The literature of systematic pedagogy.

During the year students will visit certain schools of high rank in New York City and vicinity for observation and study.

The work in this course will be by lectures and seminary discussion. Opportunity will be afforded for special study of the teaching of a chosen subject.

Professor Shaw.

4 hours a week.

## XII. ETHICS.

Theoretical ethics, including a comparative study of recent ethical writers in order to reach by the critical method a sound and philosophical ethical position, to induce the habit of reflection and to develop critical insight.

The course includes a discussion of the ethical aim in education both as to its importance and its proper direction.

Professor Weir.

1 hour a week.

## XIII. SCHOOL ORGANIZATION, MANAGEMENT AND ADMINISTRATION.

1. School buildings, grounds, lighting, heating, ventilation, furniture, sanitation, apparatus, and equipment, discussed with reference to the best standards and the reasons which determine these. The practical application of these standards. Students will be required to make tests of ventilation in certain accessible schools, determining by means of the anemometer the number of cubic feet of air entering the room per minute for each pupil, the number of cubic feet passing out, the temperature and humidity of the air of the room, the impurity as denoted by the proportionate amount of carbonic acid gas present. 2. A study of the course of instruction, methods of teaching, working directions, grading, management, and administration of a system of schools. The study will be made by visits of observation, by written reports, and by discussions.

Many towns and small cities lie close to New York, affording favorable opportunities for this study.

Professor Shaw.

1 hour a week.

## ORIGINAL INVESTIGATION LEADING TO REQUIRED THESIS.

This work will be under the direction of the Professor of the History of Education, of either Professor of Psychology, or the Professor of the Institutes of Pedagogy, according to the subject of investigation chosen.

## SELECTION OF COURSES.

When special circumstances make such procedure advisable, a student may be permitted, with the approval of the Faculty, to select courses from the subjects of the First and the Second year, in part from each.

## EXAMINATIONS.

(a) The examinations shall be held during the month of May of each year. (b) The duration of each examination shall be from three and a half to four hours, divided into two periods at the option of the professor. (c) When an extended written theme of not less than two thousand words, type-written, shall have been presented before the day of examination, it may, at the professor's discretion, be accepted as equivalent to one half of the required examination. (d) The least time devoted in any case to the written examination on the part of a student shall be one and a half hours.

## THESIS FOR THE DOCTORATE.

For the degree of Doctor of Pedagogy a Thesis to be known as the "Thesis for the Doctorate in Pedagogy" shall be submitted by the candidate not later than May 1st preceding the Commencement at which the conferment of the degree is sought. This Thesis must show original treatment, or give evidence of independent research. The Thesis must be accompanied by an analytical table of contents and a bibliography of the subject prefixed to the same. References to authorities must be indicated clearly in foot-notes. The Thesis must be presented in typewriting, or in a perfectly legible hand on paper of prescribed size, bound together, with

the writer's name lettered upon the cover, after a pattern to be seen in the School of Pedagogy Library.

## DEGREES.

### DOCTOR OF PEDAGOGY.

The degree of Doctor of Pedagogy will be conferred upon a student who has met the following conditions :

I. He must have been credited with attendance upon the required lectures and seminaries.

II. He must have successfully completed the five Major and five of the Minor courses. The Minor courses marked with an asterisk (\*) are elective ; the student is required to choose one of these in making up his list of Minor courses.

III. He must have presented the prescribed thesis as defined hereafter, and have received approval of the same.

IV. He must either have presented a certificate showing three years' successful experience in school-room work, or he must have taught two years under the direction of the Faculty and with such success as to receive their approval.

V. He must have paid the fee of \$20 for each Major course, and \$10 for each Minor course required.

### MASTER OF PEDAGOGY.

The degree of Master of Pedagogy will be conferred upon a student who has met the following conditions :

I. He must have been credited with attendance upon the required lectures and seminaries.

II. He must have successfully completed four courses, three of which must be Major courses.

III. He must either have presented a certificate showing two years' successful experience in teaching, or he must have taught one year under the direction of the Faculty and with such success as to receive their approval.

IV. He must have paid the fee of \$20 for each Major course, and \$10 for each Minor course required.

## SCHEDULE OF LECTURES AND SEMINARIES, 1897-98.

HOURS.	2.45—3.45.	3.45—4.45.	4.45—5.45.
Monday . . . . .	II. Experimental Psychology. Section A.	III. Descriptive Psychology.	I. History of Education. II. Experimental Psychology. Section B. <i>XI. Institutes of Pedagogy.</i>
Tuesday . . . . .	I. Experimental Psychology. Section A.	IV. History of Philosophy. <i>VIII. Aesthetics.</i>	I. History of Education. II. Experimental Psychology. Section B. <i>XI. Institutes of Pedagogy.</i>
Wednesday . . . . .	II Experimental Psychology. Section A.	III. Descriptive Psychology.	I. History of Education. II. Experimental Psychology. Section B. <i>XI. Institutes of Pedagogy.</i>
Thursday . . . . .	II. Experimental Psychology. Section A.	VI. Elements of Pedagogy.	IV. History of Philosophy. <i>XI. Institutes of Pedagogy.</i>
Friday.. . . .	III. Descriptive Psychology. Division A.	III. Descriptive Psychology. Division B. VI. Elements of Pedagogy.	I. History of Education.
HOURS.	9—10.	10—11.	11—12.
Saturday . . . . .	XIII. <i>School Organization.</i>	III. Descriptive Psychology. <i>XII. Ethics.</i>	II. Experimental Psychology. Section B. V. Physiological gogics. <i>X. Child Study.</i>
			V. Physiological Pedagogics. VII. <i>Comparative Study of School Systems.</i> IX. <i>Sociology.</i>

Second year courses are printed in italics.



## GRADUATES 1896.

*Doctors of Pedagogy.*

Thomas Orville Baker,	. . .	Durango, Col.
Mary Elizabeth Coffin,	. . .	Asbury Park, N. J.
Charles M. Light,	. . .	Pittsburg, Kan.
John Melville,	. . .	Brooklyn, N. Y.
Charlotte May Pink,	. . .	Brooklyn, N. Y.
Henry Roberts Russell,	. . .	Millville, Pa.

*Masters of Pedagogy.*

Eva Averell,	. . .	Brooklyn, N. Y.
Marion McAdam Christie,	. . .	Bayonne, N. J.
Margaret Crownshield,	. . .	New York City.
Frank Deerwester,	. . .	Warrensburg, Mo.
George Albert Disbrow,	. . .	New York City.
Estelle Forchheimer,	. . .	New York City.
John James Jenkins,	. . .	Corona, N. Y.
Frederick Tristrano Johnson,	. . .	North Berwick, Me.
Mary Elizabeth Kerrigan,	. . .	New York City.
Flora Allen Martin,	. . .	Fort Worth, Tex.
Mary Augusta Requa,	. . .	New York City.

## ROLL OF STUDENTS.

Frances Adler, New York City Normal College, 1879.	<i>New York City.</i>
Charles Montgomery Babcock, Albany Normal College, 1896.	<i>New York City.</i>
William Frederic Babcock, Bridgeport State Normal School, 1894.	<i>Paterson, N. J.</i>
Patrick Haggerty Beemer,	<i>New York City.</i>
Jessica Elizabeth Beers,	<i>Buffalo, N. Y.</i>
H. C. Boehme, College of the City of New York, B.A., 1878.	<i>New York City.</i>
Boris Bogen, College of the City of Moscow, 1891.	<i>Moscow, Russia.</i>
Eugenia Josephine Bowne, New York City Normal College, 1873.	<i>New York City.</i>
William A. Boylan, St. Francis Xavier College, M.A., 1887.	<i>New York City.</i>
Thomas James Boyle, New York University, LL.B., 1891.	<i>Flushing, L. I.</i>
James Thomas Carey, Manhattan College, M.A., 1873.	<i>New York City.</i>
Marion McAdam Christie, New York City Normal College, 1884.	<i>Bayonne, N. J.</i>
Thomas William Clark, New York University, LL.B., 1893 ; St. Francis Xavier, M.A., 1886.	<i>New York City.</i>
Anna Curtis Clothier, New Jersey State Normal School, 1875.	<i>Hackensack, N. J.</i>
Mary Elizabeth Coffin, New York University, Pd.D., 1896.	<i>Asbury Park, N. J.</i>
Jane Connell, University of Wooster, Ph.B., 1890 ; Ph.M., 1892.	<i>Lancaster, O.</i>

- Louise Connolly, *Washington, D. C.*  
Columbian University, B.S., 1883 ; M.S., 1884.
- Martin Luther Cox, *Dover, N. J.*
- Margaret Crownshield, *South Orange, N. J.*  
Wellesley College, B.S., 1887.
- Edwin Augustus Daniels, *New York City.*  
Dartmouth College, M.A., 1871.
- Frank Deerwester, *Warrensburg, Mo.*  
New York University, Pd.M., 1896.
- Florence Deitsch, *New York City.*
- James Burt Thomas Demarest, *New York City.*
- Hannah Wing De Milt, *New York City.*  
New York University, Pd.D., 1896.
- Bernard Joseph Devlin, *New York City.*  
College of the City of New York, M.A., 1888.
- Thomas Martin Donohue, *New York City.*  
College of the City of New York., B.S., 1894.
- Sarah Teresa Driscoll, *Whitney's Point, N. Y.*  
Oneonta Normal School, 1896.
- John Dwyer, *New York City.*  
Albany Normal School, 1879.
- Grace Eastman, *Albany, N. Y.*  
Wellesley College, B.S., 1891.
- Albert Washington Emerson, *Tarrytown, N. Y.*  
Syracuse University, B.S., 1892 ; M.S., 1895 ; Ph.M., 1894.
- Mary Lucine Farley, *New York City.*  
New York City Normal College, 1879.
- Bertha Faulstich, *New York City.*  
New York City Normal College, 1895.
- Robert James Frost, *New York City.*  
Cook County Normal School, 1877.
- Mary Elizabeth Guirey, *Chicago, Ill.*
- Blanche Halsey, *Jersey City, N. J.*  
New York University, Pd.M., 1893.
- Rosalie Heggi, *New York City.*  
New York City Normal College, 1879.

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| Lois Margaret Hicks,<br>Brockport State Normal School, 1887.                       | <i>New York City.</i>                          |
| Hedwig Wilhelmina Dorothea Hilker,<br>New York City Normal College, 1893.          | <i>New York City.</i>                          |
| Oscar von Hillebrandt,<br>College of the City of New York, B.S., 1893.             | <i>New York City.</i>                          |
| Belle Hoagland,<br>Albany State Normal School, 1887.                               | <i>Hackensack, N. J.</i>                       |
| Charles Canon Holden,<br>Brockport State Normal School, 1876.                      | <i>Mamaroneck, N. Y.</i>                       |
| Eliza Gillingham Holmes,<br>Swarthmore College, B.A., 1891.                        | <i>Moorestown, N. J.</i>                       |
| Anastasia Howe,<br>New York City Normal College, 1878.                             | <i>New York City.</i>                          |
| John James Jenkins,<br>New Platz Normal School, 1890.                              | <i>Corona, L. I.</i>                           |
| George Elmer Johnson,<br>Central Normal College, Mo., B.A., 1896.                  | <i>Benton City, Mo.</i>                        |
| Olive Mary Jones,<br>New York City Normal College, 1890.                           | <i>New York City.</i>                          |
| Denorah Marian Joseph,<br>New York City Normal College, B.A., 1894.                | <i>New York City.</i>                          |
| Ella Keith,<br>New York City Normal College, 1889.                                 | <i>New York City.</i>                          |
| Harriet Hopkins Keith,<br>New York City Normal College, B.S., 1886.                | <i>New York City.</i>                          |
| Henry Augustus Kelly,<br>Francis Raymond Kelley,<br>Manhattan College, B.A., 1894. | <i>New York City.</i><br><i>New York City.</i> |
| Martha Kennedy,<br>New York City Normal College, 1876.                             | <i>New York City.</i>                          |
| Mary Elizabeth Kerrigan,<br>New York University, Pd.M., 1896.                      | <i>New York City.</i>                          |
| Cecil Arthur Kidd,<br>Millersville State Normal School, 1880.                      | <i>New York City.</i>                          |

- James Michael Kieran, *Kingsbridge, N. Y.*  
College of the City of New York, B.A., 1882; St. Francis  
Xavier, M.A., 1887.
- George Kintner, *Carlstadt, N. J.*  
Kutztown State Normal School, 1884.
- Josephine Knakal, *New York City.*  
New York City Normal College, 1894.
- Ezra Frederick Knapp, *Summit, N. J.*  
*Cortland State Normal School*, 1890.
- Mary Deane Knox, *New York City.*  
New York City Normal College, 1892.
- Robert David Kohn, *New York City.*  
Columbia University, Ph.B., 1890.
- Lillian Kupfer, *New York City.*  
New York City Normal College, 1886.
- Rose H. Lathrop, *Bridgeport, Conn.*
- Charles L. Lawrence, *New York City.*  
Western Reserve University, M.A., 1879.
- Marion Lenher, *Elizabeth, N. J.*
- Ferdinand Maënnner, *Hoboken, N. J.*  
Meersburg College, Germany, 1880.
- Katharine De Chantal Mahoney, *New York City.*  
New York City Normal College, 1893.
- Mary Beatrice Mahoney, *New York City.*  
New York City Normal College, 1882.
- Frederic William Mar, *Brooklyn, N. Y.*  
Yale University, B.A., 1888, Ph.D., 1891.
- Flora Allen Martin, *Fort Worth, Tex.*  
New York University, Pd.M., 1896.
- George J. Martin, *New York City.*  
College of the City of New York, B.S., 1893.
- Annie McArdle, *Brooklyn, N. Y.*  
New York City Normal College, 1875.
- Elizabeth McArdle, *Brooklyn, N. Y.*  
New York City Normal College, 1878.

Anna Ellen McAuliffe,	<i>Long Island City.</i>
Emma Angela McCabe,	<i>New York City.</i>
Mary Agnes McCarthy, New York City Normal College, 1886.	<i>New York City.</i>
Kate McKee, New York City Normal College, 1881.	<i>New York City.</i>
Rose Matilda Adaline McManus, New York City Normal College, 1892.	<i>New York City.</i>
George Hastings McNair, New York University, Pd.M., 1895.	<i>Piermont, N. Y.</i>
Anna Augusta McNulty, New York City Normal College, 1887.	<i>New York City.</i>
Frederick Heermance Mead, Hamilton College, M.A., 1890.	<i>Marlboro, N. Y.</i>
Lillian Hebert Nichols, New York University, Pd.M., 1895.	<i>Paterson, N. J.</i>
Frederick Alonzo North,	<i>Toms River, N. J.</i>
Ellen Theresa O'Brien, New York City Normal College, 1880.	<i>New York City.</i>
William Francis O'Callaghan, Harvard University, B.A., 1880.	<i>New York City.</i>
William O'Flaherty, St. Francis Xavier, B A., 1888.	<i>New York City.</i>
Luella Angelina Palmer, New York City Normal College, 1886; 'Teachers' College, 1896.	<i>New York City.</i>
Mary Thayer Patterson, Albany State Normal School, 1886.	<i>Elizabeth N. J.</i>
Henry Hull Plough, Albany State Normal School, 1880.	<i>New York City.</i>
Charles Daniels Raine,	<i>Brooklyn, N. Y.</i>
Elizabeth Reid,	<i>New York City.</i>
Mary Augusta Requa, New York University, Pd.M., 1896.	<i>New York City.</i>



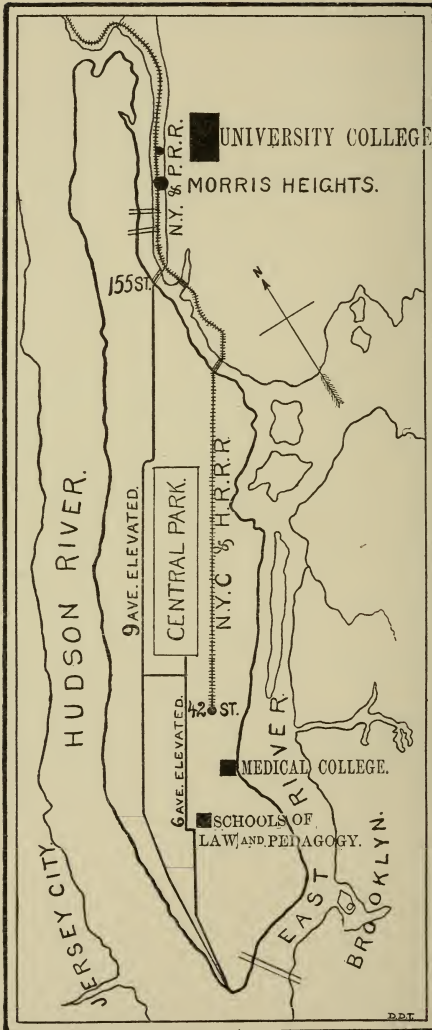
- James Joseph Reynolds, *New York City.*  
College of the City of New York, B.S., 1893.
- James Francis Rice, *New Dorp, N. Y.*  
New York University, B.A., 1893 ; M.A., 1895.
- Julia Richman, *New York City.*  
New York City Normal College, 1872.
- Frederick Baker Risley, *Smith's Landing, N. J.*  
New Jersey State Normal School, 1896.
- Peter Chapman Ritchie, *New York City.*
- Alice Robinson, *Brooklyn, N. Y.*  
Smith College, B.A., 1888.
- Loretto Marie Rochester, *Jersey City, N. J.*  
Jersey City Training School, 1892
- John Chapman Rockwell, *Portchester, N. Y.*  
Potsdam Normal School, 1885.
- Henry Roberts Russell, Pd.D., *Millville, Pa.*  
New York University, Pd.D., 1896.
- Jerohn Joseph Savitz, *Boonton, N. J.*  
Illinois Wesleyan University, Ph.B., 1893.
- Oswald Schlockow, *New York City*  
College of the City of New York, B.S., 1894.
- Grace Maria Seaton, *Richfield Springs, N. Y.*  
New York State Normal College, 1893.
- Sophie Elizabeth von Seyfried, *Newark, N. J.*  
New Jersey State Normal School, 1892.
- Andrew Ireland Sherman, *Brooklyn, N. Y.*
- Albert Shiels, *Mount Vernon, N. Y.*  
College of the City of New York, B.A., 1886.
- Isaac Sectorsky, *New York City.*
- Edwin Lewis Stephens, *Natchitoches, La.*  
Louisiana State University, B.A., 1892.
- Estella Sternglanz, *New York City.*  
New York City Normal College, 1890.
- Henrietta Sternglanz, *New York City.*  
New York City Normal College, 1887.

Edward Walmsley Stitt, College of the City of New York, 1881.	<i>New York City.</i>
Grace Charlotte Strachan, Buffalo Normal School, 1880.	<i>Brooklyn, N. Y.</i>
Lily Story Swan, New York University, Pd.M., 1896.	<i>Bayonne, N. J.</i>
Emma Sylvester, New York City Normal College, 1892.	<i>Flushing, L. I.</i>
La Fayette Talbot, New York University, Pd.M., 1895.	<i>Hoboken, N. J.</i>
Florence May Thomas, New Jersey State Normal School, 1889.	<i>Delanco, N. J.</i>
George John Vogel, Cornell University, B.A., 1891.	<i>Millburn, N. J.</i>
John J. Wells,	<i>Brooklyn, N. Y.</i>
Silas Carmi Wheat,	<i>Brooklyn, N. Y.</i>
Miriam Elizabeth Wheeler, New Jersey State Normal School, 1881.	<i>Elizabeth, N. J.</i>
Andrew Jackson Whiteside,	<i>New York City.</i>
Charles Whittaker,	<i>New York City.</i>
Charles Crawford Wilson, Harvard University, B.S., 1894.	<i>Jersey City, N. J.</i>
John Milton Yetter, Muhlenberg College, B.A., 1889.	<i>Marshall's Creek, Pa.</i>
George Henry Zarnitz, College of the City of New York, B.A., 1890.	<i>New York City.</i>
Total, 125.	

## AUDITORS.

Frank John Appel, . . . .	Heron Lake, Minn.
James V. Brady, . . . .	New York City.
Luella Bates Edwards, . . . .	Brooklyn, N. Y.
Carl Louise Garrison, . . . .	Washington, D.C.
Edith Marie Hammond, . . . .	New York City.
Jane L. Hoxie, . . . .	New York City.

Lyman, Henry Hoysradt,	.	.	Pine Plains, N. Y.
Josie Johanson,	.	.	Plainfield, N. J.
Mildred Richardson Kelly,	.	.	New York City.
Winona Belle Shallenberger,	.	.	Indianapolis, Ind.
Laura Stork,	.	.	New York City.
Susan Kemble Warren,	.	.	Brooklyn, N. Y.
Isabel Charlotte Wightman,	.	.	Jersey City, N. J.
			Total, 13.



UNIVERSITY  
ANNOUNCEMENTS.

## SPECIAL NOTICE.

Copies of the University Catalogue, containing the circulars of all the Six Schools, may be obtained by addressing the Registrar, Washington Square, enclosing six cents for postage. The separate circular of any school will be sent upon application, postage free.

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## CHANGE OF NAME.

Upon the unanimous request of the University Corporation, the University Regents of the State of New York, under the powers committed to them by the Constitution of the State, enacted a statute March 19, 1896, changing the name of the University of the City of New York to the NEW YORK UNIVERSITY. Henceforth this legal designation should be used in all papers of any kind whatsoever relating to this University.



## DIRECTORY OF THE UNIVERSITY.

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*Administration Offices, Washington Square.*

H. M. MACCRACKEN, LL.D., *Chancellor.*

L. J. TOMPKINS, LL.B., *Registrar.*

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[*The Officers of the Corporation, named upon page 34, may be addressed at Washington Square.*]

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*University College, University Heights.*

HENRY M. BAIRD, LL.D., *Dean.*

WILLIAM K. GILLETT, A.M., *Secretary.*

*Graduate School, Washington Square.*

J. DYNELEY PRINCE, PH.D., *Dean.*

POMEROY LADUE, B.S., *Secretary.*

*School of Engineering, University Heights.*

CHARLES H. SNOW, C.E., *Dean.*

*School of Pedagogy, Washington Square.*

EDWARD R. SHAW, PH.D., *Dean.*

CHARLES B. BLISS, PH.D., *Secretary.*

*Medical School, No. 410 E. 26th St.*

CHARLES INSLEE PARDEE, M.D., *Dean.*

J. THORN WILSON, *Clerk.*

*Law School, Washington Square.*

CLARENCE D. ASHLEY, B.A., LL.M., *Dean.*

ISAAC F. RUSSELL, LL.D., *Secretary.*

*University Library, University Heights, with two branches at Washington Square.*

L. J. TOMPKINS, *Librarian.*

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UNIVERSITY HEIGHTS is seventeen minutes from Forty-second Street by the Hudson River Railway, and about forty minutes by the Sixth Avenue Elevated and New York and Putnam Road.

# THE COUNCIL OF THE UNIVERSITY.

The Council of the University of the City of New York, incorporated the 18th of April, 1831, is a self-perpetuating body, consisting of thirty-two members, each holding office for four years, or until his successor is elected. One fourth of the members go out of office each year on the first Monday of November, when their successors are elected by the Council.

## ROLL OF THE COUNCIL.

DATE OF ELECTION.		EXPIRATION OF TERM.
1836.	CHARLES BUTLER, LL.D., <i>President</i> ....	1898.
1862.	WILLIAM ALLEN BUTLER, LL.D., <i>V. P.</i>	1898.
1865.	JOHN E. PARSONS.....	1897.
1871.	WILLIAM A. WHEELOCK.....	1898.
1875.	JOHN HALL, D.D., LL.D.....	1900.
1881.	WILLIAM LORING ANDREWS.....	1898.
1882.	LEMUEL SKIDMORE.....	1900.
1883.	RODERICK TERRY, D.D. ....	1899.
1883.	WILLIAM S. OPDYKE.....	1899.
1884.	SAMUEL SLOAN.....	1897.
1884.	DAVID BANKS.....	1897.
1884.	ROBERT SCHELL .....	1897.
1887.	GEORGE ALEXANDER, D.D.....	1899.
1887.	WILLIAM L. SKIDMORE... ..	1900.
1890.	FREDERIC BAKER.....	1899.
1890.	ISRAEL C. PIERSON, Ph.D., <i>Secretary</i> ...	1899.
1890.	WILLIAM F. HAVEMEYER, <i>Treasurer</i> ...	1898.
1891.	HENRY M. MACCRACKEN, D.D., LL.D..	1898.
1891.	JOSEPH S. AUERBACH.....	1898.
1892.	CHARLES T. BARNEY.....	1899.
1892.	CHARLES R. FLINT.....	1898.
1892.	JOHN P. MUNN, M.D.....	1900.
1893.	AUGUSTUS D. JUILLIARD.....	1900.
1893.	CHARLES R. OTIS.....	1899.
1893.	JOHN CLAFLIN.....	1900.
1894.	OLIVER H. PAYNE.....	1897.
1895.	MARCELLUS HARTLEY.....	1897.
1896.	CHARLES E. MILLER.....	1897.
1896.	HENRY F. DIMOCK.....	1897.
1896.	JAMES MCCREERY.....	1900.
1896.	CYRUS C. MILLER.....	1900.

## OFFICERS AND COMMITTEES.

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President—CHARLES BUTLER, LL.D.

Vice-President—WILLIAM ALLEN BUTLER, LL.D.

Secretary—ISRAEL C. PIERSON, PH.D.

Treasurer—WILLIAM F. HAVEMEYER.

Chancellor—HENRY M. MACCRACKEN, D.D., LL.D.

### I.—ON FINANCE.

WILLIAM A. WHEELOCK.

WILLIAM F. HAVEMEYER.

ROBERT SCHELL.

SAMUEL SLOAN.

A. D. JUILLIARD.

MARCELLUS HARTLEY.

### II.—ON THE COLLEGE AND THE TECHNOLOGICAL WORK.

ISRAEL C. PIERSON, PH.D.

JOHN P. MUNN, M.D.

RODERICK TERRY, D.D.

CYRUS C. MILLER.

### III.—ON THE GRADUATE SEMINARY AND THE SCHOOL OF PEDAGOGY.

GEORGE ALEXANDER, D.D.

OLIVER H. PAYNE.

FREDERIC BAKER.

WM. A. WHEELOCK.

### IV.—ON THE UNIVERSITY MEDICAL COLLEGE.

HENRY F. DIMOCK.

OLIVER H. PAYNE.

CHARLES E. MILLER.

CHARLES T. BARNEY.

### V.—ON THE LAW SCHOOL.

WM. ALLEN BUTLER, LL.D.

WILLIAM S. OPDYKE.

JOHN E. PARSONS.

JOSEPH S. AUERBACH.

DAVID BANKS.

### VI.—ON HONORARY DEGREES.

JOHN HALL, D.D., LL.D.

LEMUEL SKIDMORE.

WM. ALLEN BUTLER, LL.D.

ISRAEL C. PIERSON.

### VII.—ON THE LIBRARY.

DAVID BANKS.

WILLIAM L. SKIDMORE.

WILLIAM L. ANDREWS.

CHARLES T. BARNEY.

### VIII.—ON VACANCIES.

WILLIAM S. OPDYKE.

FREDERIC BAKER.

WILLIAM A. WHEELOCK.

JOHN P. MUNN, M.D.

## IX.—BUILDING COMMITTEE.

*University Heights.*

DAVID BANKS.

WILLIAM F. HAVEMEYER.

CHARLES T. BARNEY.

CHARLES R. FLINT.

OLIVER H. PAYNE.

JOHN P. MUNN, M.D.

*Washington Square.*

A. D. JUILLIARD.

FREDERIC BAKER.

WILLIAM S. OPDYKE.

JOHN CLAFLIN.

CHARLES R. OTIS.

JAMES MCCREERY.

## X.—THE EXECUTIVE COMMITTEE.

*(One member from each Standing Committee.)*

WILLIAM S. OPDYKE.

ISRAEL C. PIERSON.

CHARLES T. BARNEY.

DAVID BANKS.

JOHN P. MUNN, M.D.

FREDERIC BAKER.

A. D. JUILLIARD.

CYRUS C. MILLER.

With the Treasurer and the Chancellor, *ex officio*.

## THE WOMAN'S ADVISORY COMMITTEE.\*

*President, Mrs. HENRY DRAPER.**Vice-President, Mrs. F. W. DOWNER.**Secretary, Mrs. EUGENE SMITH.**Treasurer, Mrs. C. A. HERTER.*

Term expiring 1897.

Mrs. MARY J. FIELD.

Miss HELEN M. GOULD.

Mrs. JOHN P. MUNN.

Miss FRANCES E. LAKE.

Term expiring 1898.

Mrs. EUGENE SMITH.

Mrs. RICHARD M. HOE.

Mrs. FREDERICK W. DOWNER.

Mrs. J. LOWRIE BELL.

Mrs. JEFFERSON HOGAN.

Term expiring 1899.

Miss EMILY O. BUTLER.

Mrs. ALEXANDER.

Mrs. C. A. HERTER.

Mrs. WELCOME G. HITCHCOCK, Miss IDA M. NORTHROP.

Mrs. RUSSELL SAGE.

Term expiring 1900.

Mrs. WILLIAM F. COCHRAN.

Mrs. HENRY DRAPER.

Mrs. EDWARD C. BODMAN.

\* In 1890 the Council of the University, recognizing that the enrolment of graduate students included the names of several women as candidates for the Doctorate in Philosophy, and recognizing further that the School of Pedagogy just founded was likely to enroll women students in equal numbers with men, deemed it expedient that the Council should have the co-operation of representative women in the promotion of the University's work for women, and accordingly established the Woman's Advisory Committee.

## HISTORICAL SKETCH.

The earliest concept in written form of New York University exists in the minutes of certain meetings of nine citizens of New York. The first was held December 16th, 1829, and was followed by weekly meetings for three successive weeks. The fourth and last meeting issued the following call for a representative conference of citizens to convene on January 6th, 1830.

“SIR : The establishment of a university in this city, on a liberal and extensive foundation, has, for some time past, occupied the attention of many of our respectable citizens. At a meeting held for considering the subject, it was determined to invite your attendance on Wednesday next, at seven o'clock P.M., at the rooms of the Historical Society, to take into further consideration the desirableness of such an institution as that contemplated, and to adopt such measures in relation to it as may be deemed most expedient. It is earnestly hoped that you may be able to attend.

J. M. MATHEWS,

JOSEPH DELAFIELD,

J. M. WAINWRIGHT,

MYNDERT VAN SCHAIK,

J. AUGUSTINE SMITH,

HUGH MAXWELL,

VALENTINE MOTT,

ISAAC S. HONE,

JOHN DELAFIELD. .

NEW YORK, January 4, 1830.”

This meeting appointed a standing committee of nine gentlemen (probably the number of the Muses was in the minds of these lovers of learning), of whom four were taken from the original meeting of the nine, including Dr. Mathews, who became the first Chancellor ; John Delafield, who became the first Secretary of the Council ; and Myndert Van Schaick, who became the first Treasurer. This committee added to

its numbers from time to time, secured a long roll of subscribers to the new enterprise, and finally merged its existence into that of the first University Council, which was elected by the subscribers October 16th, 1830, and was chartered April 18th, 1831.

The founders thus enlisted were composed in almost equal parts of public-spirited business men and of members of the liberal professions. Their plan from the beginning included nearly all the professorships that are comprised to day in the faculties of the six schools of New York University. Even the School of Pedagogy was anticipated in a proposed professorship of "The Philosophy of Education and the Instruction of Teachers." The Graduate School was planned under the name "The First General Division," while the Undergraduate College was known as the Second Division. The Schools of Law and Medicine and Applied Science were all contemplated by the first statutes adopted 1831. These plans were far in advance of any demand then existing in America, and were not supported by sufficient endowment for their complete accomplishment. It was reserved for the last quarter of the nineteenth century instead of the second quarter to develop them in full measure.

The University as now existing comprises under the Council, which is by charter the Corporation, three faculties, and six schools, of which four are under the Faculty of Arts and Science, while the Faculties of Law and Medicine have each one school. A summary of attendance for the current year is given below, also the chief epochs in the history of the University are noted.

It is asked of the reader to remember that a single lifetime has not yet passed since the inception of New York University. What may not yet be done by her before she shall have completed her first centennial !



## EPOCHS

## IN THE ORGANIZATION OF THE UNIVERSITY.

1829, December 16, *Meeting of nine gentlemen to consider "the establishment of a University in the city of New York on a liberal and extensive scale."*

1830, January 6, *Public meeting called by the above and others, in the Rooms of the Historical Society; appointment by it of Standing Committee on Subscriptions.*

1830, October 15, *Election, by the Subscribers, of Members of the Council.*

1831, April 18, *Act of Incorporation.*

## UNDER THE FACULTY OF ARTS AND SCIENCE.

1832, October, *Opening of College work*, closely followed by the erection (1832-35) of the University Building.

1835, *Invention, in the University, of the Recording Telegraph:*

"*Your Philomathean Hall, the room I occupied—that room in the University was the birthplace of the Recording Telegraph.*"—[Extract from address of Professor Morse at the Alumni Meeting of 1853.]

1839, *Invention, in the University, of the application of Photography to the representation of the human countenance.*

1864-66, *Founding of the General Endowment, in chief part by Mr. Loring Andrews.*

1886, *Organization of Graduate School.*

1890, *Proposal of an uptown site.*

1890, *Organization of the School of Pedagogy.*

1890, *Appointment of the Woman's Advisory Committee.*

1892, *Purchase of University Heights.*

1894, *Removal to University Heights of the University College.*

1895, *Gift of the Library Building and of "Gould Hall."*

## UNDER THE FACULTY OF MEDICINE.

1841, *Opening of the College, on Broadway opposite Bond St.*

1851, *Removal to Fourteenth Street, near Irving Place.*

1853, *Procurement, by the Faculty, of the Law legalizing dissection in New York State.*

1869, *Removal* (after the burning of the old edifice, in 1866, and a temporary stay in the New York Hospital) to *East Twenty-sixth Street*.

1879, *Erection of the present College Building*.

1887, *Building of the Loomis Laboratory*.

1892, *Adoption of Three Years' Course*.

1896, *Adoption of Four Years' Course*.

1897, *University Direct Control Inaugurated*.

1897, *Consolidation of Bellevue and University Schools*.

#### UNDER THE FACULTY OF LAW.

1835, *Plan of Hon. B. F. Butler for the School adopted*.

1858, *Reorganization of the Department of Law*.

1863, *Founding of the Law Library by John Taylor Johnston*.

1895, *Opening of the new Halls at Washington Square, and establishment of morning, afternoon and evening Instruction*.

#### FOUNDERS OF THE UNIVERSITY.

These names include all those members of the first Council who continued in office one term, or four years. They were elected by the whole body of about two hundred citizens who gave money to the foundation, and hence may be fairly held to represent THE FOUNDERS.

HON. MORGAN LEWIS ; HON. SAMUEL R. BETTS ; HON. JAMES TALLMADGE ; JAMES M. MATTHEWS, D.D. ; GEORGE GRISWOLD, SR. ; MYNDERT VAN SCHAICK ; STEPHEN WHITNEY ; MARTIN E. THOMPSON ; JOHN DELAFIELD ; JAMES LENOX ; SAMUEL WARD ; VALENTINE MOTT, M.D. ; EDWARD DELAFIELD, M.D. ; SAMUEL HANSON COX, D.D. ; JAMES MILNOR, D.D. ; ARCHIBALD MACLAY, D.D. ; SPENCER H. CONE, D.D. ; CYRUS MASON, D.D. ; WILLIAM W. WOOLSEY ; CHARLES STARR ; JOHN S. CRAIG ; GABRIEL P. DISOSWAY.

#### PRESIDENTS OF THE COUNCIL.

HON. ALBERT GALLATIN ; HON. MORGAN LEWIS ; HON. JAMES TALLMADGE ; GARDINER SPRING, D.D. ; CHARLES BUTLER, LL.D. ; JOHN C. GREEN, LL.D. ; JOHN TAYLOR JOHNSTON.

## CHANCELLORS OF THE UNIVERSITY.

JAMES MATTHEWS, D.D. ; HON. THEODORE FRELINGHUYSEN, LL.D. ; ISAAC FERRIS, D.D., LL.D. ; HOWARD CROSBY, D.D., LL.D. ; JOHN HALL, D.D., LL.D. ; HENRY MITCHELL MACCRACKEN, D.D., LL.D.

## ROLL OF EMINENT PROFESSORS.

For some record of the work of professors in the University, see the biographies of the following, among others, in the American Cyclopædia (1873-76), or Johnson's Cyclopædia (1874-77)—names marked (A.) are in the American only, those marked (J.) in Johnson's only ; all other names are in both. None now occupying chairs are included, and almost none now living. All titles are omitted.

## FACULTY OF ARTS AND SCIENCE.

SAMUEL F. B. MORSE ; HENRY P. TAPPAN ; JOHN TORREY ; LEWIS C. BECK ; CHARLES P. MCILVAINE ; CALEB S. HENRY ; HENRY VETHAKE (J.) ; CHARLES W. HACKLEY (J.) ; WILLIAM A. NORTON (J.) ; JOHN W. DRAPER ; THOMAS H. GALLAUDET ; EDWARD ROBINSON ; CHARLES D. CLEVELAND ; GEORGE BUSH ; LORENZO L. DA PONTE (J.) ; COURTLANDT VAN RENSSELAER ; ELIAS LOOMIS ; GEORGE J. ADLER (J.) ; CHARLES DAVIES ; JOHN C. DRAPER ; HENRY DRAPER ; TAYLER LEWIS ; HOWARD CROSBY ; E. H. GILLETT (J.) ; E. F. FORESTI (J.) ; BENJAMIN N. MARTIN (J.).

## FACULTY OF MEDICINE.

VALENTINE MOTT ; SAMUEL GROSS ; SAMUEL H. DICKSON ; ELISHA BARTLETT ; MARTYN PAINE ; GUNNING S. BEDFORD ; JOHN W. DRAPER ; HENRY DRAPER ; JOHN C. DRAPER ; JOHN A. SWETT (J.) ; GRANVILLE S. PATTISON (J.) ; HENRY S. HEWITT (J.) ; ALFRED CHARLES POST (J.).

## FACULTY OF LAW.

BENJAMIN F. BUTLER ; WILLIAM KENT (A.) ; THEODORE SEDGWICK ; GEORGE HENRY MOORE ; JOHN NORTON POMEROY ; B. VAUGHAN ABBOTT (J.) ; HENRY E. DAVIES (J.).

## UNIVERSITY HEIGHTS.

In November of 1890, a movement was inaugurated to enlarge the work of the University by the securing of a new site for the University College, the School of Engineering, and the Graduate School (in part). On July 1, 1891, a site was secured, extending from Sedgwick Avenue to Aqueduct Avenue, immediately south of the new University Avenue (placed on the map of the city at the request of the University), which avenue is also called East 181st Street.

The single tract included in the College Campus comprises over twenty-two acres. In addition to this is a boat-house site on the water front. Further, the University has purchased several adjoining parcels in order to restrict the neighborhood against nuisances, and to secure sites for Fraternity Houses, professors' residences, and the like. The general verdict of the public who visit University Heights places it second in beauty to no other University site in the world.

The following are the names of the subscribers for the new grounds and buildings, who may be fairly designated "Founders of the University Heights." Since a portion of the purchase price remains to be paid, it is expected to add other names to this roll. The individual amounts credited range from \$100 upward. The benefactors marked (\*) have died.

## FOUNDERS OF UNIVERSITY HEIGHTS.

AUSTIN ABBOTT, LL.D.,(*)	'51	JAMES BOYD,	'82
GEORGE ALEXANDER, D.D.,		CHARLES B. BRUSH, SC.D.,	'67
WILLIAM L. ANDREWS,		E. M. BULKLEY,	
J. D. ARCHBOLD,		CHARLES BUTLER, LL.D.,	
W. W. ATTERBURY, D.D.,		WM. ALLEN BUTLER, LL.D.,	'43
JOSEPH S. AUERBACH, A.M.,	'75	HUGH N. CAMP, (*)	
FREDERIC BAKER, A.M.,	'52	JOHN CLAFLIN,	
DAVID BANKS,		R. R. CROSBY, A.M., (*)	'34
CHARLES T. BARNEY,		R. G. DUN,	
W. H. BEADLESTON, M.S.,(*)	'62	J. P. DUNCAN,	
EDWARD C. BODMAN,		S. B. DURYEA, A.M., (*)	'66
BENJAMIN W. BOND, A.M.,	'62	CHARLES R. FLINT,	
ROBERT BONNER,		A. A. FREEMAN, D.D.,	'43

F. W. GEISSENHAIMER, A.M., '41	LOUIS OTTMANN,
WM. K. GILLETT, A.M., '80	FRANCIS A. PALMER,
JAY GOULD, (*)	OLIVER H. PAYNE, A.M.,
MISS HELEN MILLER GOULD,	JOHN E. PARSONS, A.M., '48
JOHN HALL, D.D.,	ISRAEL C. PIERSON, PH.D., '65
WILLIAM F. HAVEMEYER,	W. M. POLK, M.D.,
C. N. HOAGLAND, M.D.,	GEORGE B. POST, A.M., '58
G. H. HOUGHTON, D.D., '42	JOHN REID, D.D., '70
C. P. HUNTINGTON,	JOHN M. REID, D.D., (*) '39
JOHN H. INMAN, (*)	W. J. ROOME, '78
SAMUEL INSLEE, (*)	FRANK RUSSAK, '75
JOHN B. IRELAND, A.M., '41	JACOB RUSSAK, '81
ISAAC S. ISAACS, A.M., '65	SAMUEL S. SANDS, (*) '46
W. B. ISHAM,	F. L. SATTERLEE, M.D., '65
D. B. IVISON,	ROBERT SCHELL,
D. WILLIS JAMES,	JACOB H. SCHIFF,
MORRIS K. JESUP,	HERMANN SCHWAB,
A. D. JULLIARD,	MAX HENRY SELIGMAN, '75
JOHN S. KENNEDY,	ELLIOTT F. SHEPARD, (*)
"A. B. K.,"	MRS. MARGARET L. SHEPARD,
J. W. C. LEVERIDGE, (*)	LEMUEL SKIDMORE, A.M., '61
ED. H. LITCHFIELD, A.M., '67	WILLIAM L. SKIDMORE,
SOLOMON LOEB,	SAMUEL SLOAN,
MORRIS LOEB, PH.D.,	JOHN SLOANE,
A. L. LOOMIS, M.D., LL.D., (*)	CHARLES H. SNOW, C.E., '86
DAVID H. MACALPIN,	JOSEPH STICKNEY,
HENRY M. MACCRACKEN, D.D.,	JAMES STOKES, A.M., '63
J. M'CREERY,	THOMAS STOKES, PH.B., '65
ROBERT MACLAY,	WILLIAM L. STRONG,
JOHN MACVEY, D.D., '60	WILLIAM R. SYME, A.M., '62
H. W. T. MALI, '64	JAMES TALCOTT,
FRANCIS F. MARBURY, (*)	WM. M. TAYLOR, D.D., (*)
E. B. MONROE, A.M., (*) '53	RODERICK TERRY, D.D.,
MRS. ELBERT B. MONROE,	CHARLES L. TIFFANY,
J. PIERPONT MORGAN,	HENRY VAN SCHAICK, A.M., '43
JOHN H. MOSS, A.M., '48	JENKINS VAN SCHAICK,
JOHN P. MUNN, M.D.,	MRS. MARY B. WHEELER, (*)
GEORGE MUNRO, (*)	WM. A. WHEELOCK, A.M., '43
WILLIAM H. NICHOLS, A.M., '70	STANFORD WHITE, A.M.,
H. D. NOYES, M.D., '51	G. G. WILLIAMS,
WILLIAM S. OPDYKE, A.M., '56	HENRY S. WILSON.

## THE CHARTER OF THE UNIVERSITY OF THE CITY OF NEW YORK.

ENACTED, April 18, 1831. Amended, February 23, 1893.

I. The subscribers and shareholders of "The University of New York" are hereby incorporated for the purpose of promoting literature and science. The corporation shall be known by the name of "The University of the City of New York," and by that name shall have perpetual succession, power to sue and be sued, to make and use a common seal, and alter the same at pleasure, to hold property, real and personal, to contract and be contracted with, and to buy and sell and otherwise dispose of lands and chattels, as to them shall seem necessary for the interests of the University.

II. The government and estate of the University shall be conducted and managed by a Council composed of thirty-two members. The location of the University shall be in the city of New York.

III. The present Council of the University of the City of New York, to wit : (Class of eighteen hundred and eighty-nine to eighteen hundred and ninety-three) Edward H. Litchfield, John E. Parsons, J. W. C. Leveridge, John Reid, Elbert B. Monroe, Samuel Sloan, David Banks, Robert Schell ; (Class of eighteen hundred and ninety to eighteen hundred and ninety-four) Charles Butler, William Allen Butler, William A. Wheelock, Henry M. MacCracken, William L. Andrews, Israel C. Pierson, Joseph S. Auerbach, William F. Havemeyer ; (Class of eighteen hundred and ninety-one to eighteen hundred and ninety-five) Alfred L. Loomis, Jenkins Van Schaick, William S. Opdyke, Roderick Terry, George Alexander, Charles R. Flint, Frederick Baker, Charles T. Barney ; (Class of eighteen hundred and ninety-two to eighteen hundred and ninety-six) John Taylor Johnston, John Hall, Charles F. Deems, Lemuel Skidmore, William M. Taylor, George Munro, William L. Skidmore, John P. Munn and their successors, shall constitute the Council for the government and management of the University.

IV. One fourth of the members of the Council as above named constituting one class shall go out of office annually and in the order in which their classes are named, when an election shall be held by the Council to supply their places. The Council may fill its own vacancies occurring previous to an annual election. Members going out of office shall be re-eligible.

V. The seat of any member of the Council who shall have been absent from its meetings for six months, without being excused, may, by a majority vote of the Council, be declared vacant.

VI. The Council may elect an executive committee of not less than eleven members, six of whom shall be a quorum, to transact, in the intervals between meetings of the Council, such business as the Council may authorize.

VII. Eleven members shall be a quorum for the transaction of business ; but no real estate shall be conveyed, nor appointments to office for a period beyond one year made (except to supply vacancies in the Council), unless there be present and voting at least seventeen members, and unless there



shall be a concurrence of not less than eleven members, being a majority of all those present, in favor of the conveyance, or appointment in question.

VIII. Persons of every religious denomination shall be equally eligible to all offices and appointments.

IX. The University may grant to students under its charge diplomas or honorary testimoniales, in such form as it may designate. It may also confer such literary honors, degrees and diplomas, as are usually granted by any university, college or seminary of learning in the United States.

X. Diplomas granted by the University shall entitle the possessors to the immunities and privileges allowed by usage or statute, to the possessors of like diplomas from any college or seminary of learning in the State.

XI. No diploma shall be conferred by the University, but in conformity with the laws of the State in force at the time in conferring the same.

XII. This University shall be subject to the visitation of the regents of the University of this State, in the same manner and to the same extent as the various colleges in this State.

XIII. The Council shall have power to appoint its own officers, and all the officers of the University, to establish ordinances and by-laws, not contravening the laws or constitution of this State or of the United States ; and to expel any of its members for a violation thereof.

XIV. All the real and personal estate, and all interest in any real or personal property or estate of every name and nature whatsoever, and wheresoever the same may be, which is now vested in the University of the City of New York, as now constituted and organized, is hereby confirmed to and vested forever in the University of the City of New York, for the sole use and benefit of said University, and it shall be lawful to, and for the said University to grant, bargain, sell, demise, mortgage, improve and dispose of said property in such manner as to the Council of said University shall seem meet. Such real estate as is now and has been for over fifty years last past occupied by the said University as a site, shall remain exempt from taxation so long as the entire university instruction in the Law School, the entire instruction in the School of Pedagogy, and the administration office of the University shall be continued there. Such real estate as may be used as a new site for the enlargement of the work of the University shall be exempt from taxation, but only so long as it may continue to be used for educational purposes.

XV. The Legislature may at any time alter, repeal, or modify this act.

#### ACADEMIC COSTUME.

The University adopted June 3, 1895, the statute concerning academic costume recommended by the conference of representatives of certain Universities and Colleges, held May 16, 1895, an addition to the same being made on behalf of students wearing degrees in Pedagogy, which at this date are given by no other University. The statute consists of two sections, as follows :

Section 1. The following described academic costume is adopted, to be worn upon all appropriate occasions, as indicating the several Degrees and the Faculties to which they pertain.

#### GOWNS.

1. *Pattern.* Those commonly worn, with pointed sleeves for the Bachelor's Degree, with long closed sleeves for the Master's Degree, and with round open sleeves for the Doctor's Degree. 2. *Material.* Worsted stuff for the Bachelor's Degree, silk for the Master's and Doctor's Degrees. 3. *Color.* Black. 4. *Trimmings.* For the Bachelor's and Master's Degrees the gowns are to be untrimmed. For the Doctor's Degree the gown is to be faced down the front with black velvet, with bars of the same across the sleeves; or the facings and cross-bars may be of velvet of the same color as the binding or edging of the hood, being distinctive of the Faculty to which the Degree pertains.

#### HOODS.

1. *Pattern.* The pattern usually followed by Colleges and Universities, save as modified below. 2. *Material.* The same as that of the gown. 3. *Color.* Black. 4. *Length.* The length and form of the hood will indicate the degree, as follows: For the Bachelor's Degree, the length shall be three fourths that of the Master's Degree. The Master's Degree shall be of the customary length, not exceeding four feet; and the Doctor's Degree shall be of the same length, but have panels at the sides. 5. *Linings.* The hoods shall be lined with the official color of the University. 6. *Trimmings.* The binding or edging, not more than six inches in width, to be of silk, satin or velvet, the color to be distinctive of the Faculty to which the degree pertains, thus: Arts and Letters, white. Philosophy, dark blue. Science, gold yellow. Pedagogy, French gray. Theology, scarlet. Law, purple. Medicine green. Fine Arts, brown. Music, pink.

#### CAPS.

The caps shall be of the material and form generally used, and commonly called mortar-board caps. The color shall be black. The Doctor's cap may be of velvet. Each cap shall be ornamented with a long tassel attached to the middle point of the top. The tassel of the Doctor's cap may be, in whole or in part, of gold thread.

Section 2. Members of the Governing Body shall be entitled, during their term of office, to wear the gown of highest dignity—that of the Doctor's Degree—together with the hood appropriate to the degree which they may have severally received. Members of the Faculties and any persons officially connected with the University, who have been recipients of academic honors from other universities or colleges in good standing, may assume the academic costume corresponding to their degree, as described in the foregoing section, *provided* that such right shall terminate if such persons shall cease to be connected with the University. The President and Deans of Faculty may adopt distinctive badges, not inconsistent with the costume hereinbefore described.

# UNIVERSITY ENROLMENT, 1896-97.

THE enrolment of the three University Faculties and the six University Schools is as follows for the past year :

	Professors.	Adjunct Professors.	Lecturers.	Instructors.	Assistants.	Total Faculty.	Students.
I. UNDER FACULTY OF ARTS AND SCIENCE.							
1. College .....	28	2	9	7	2	48	177
2. Graduate School....							83
3. Engineering School.							41
4. School of Pedagogy. }							122
II. UNDER FACULTY OF LAW.							
5. University Law School.	11	1	8	3	....	23	594
III. UNDER FACULTY OF MEDICINE.							
6. University Medical College.....	17	6	....	19	20	62	344
IV. UNDER THE GENERAL FACULTY.							
7. Library (Librarian and Assistants).....	....	....	....	....	....	9	.....
Total.....	56	7	19	30	22	142	1,361
Deduct for names counted twice .....	....	....	....	....	....	....	48
							1,313

In the above total neither "auditors" nor "non-matriculants" are reckoned. Of these more than one hundred are in attendance in 1896-97 in the various schools of the University.

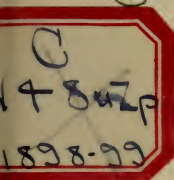


LIBRARY  
OF THE  
UNIVERSITY of ILLINOIS.

*Library*

New York University

School of Pedagogy



*ANNOUNCEMENTS FOR  
THE NINTH YEAR,  
BEGINNING SEP-  
TEMBER 28, 1898,  
AND ENDING MAY  
13, 1899.*



WASHINGTON SQUARE, NEW YORK CITY.

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# CALENDAR, 1898-99.

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1898.

May 2,	Monday,	Theses for Doctorate due.
May 9-14,	Mon. to Sat.,	Final Examinations.
May 16-19,	Mon. to Thurs.,	Final Examination for candidates for Doc- tor's degree.
June 9,	Thursday,	COMMENCEMENT.

## SUMMER VACATION.

Sept. 28,	Wednesday,	Enrollment.
Sept. 29,	Thursday,	Lectures begin.
Nov. 24-26,	Thurs. to Sat., in- clusive,	Thanksgiving Recess.
Dec. 24,	Saturday,	Christmas Recess begins.

1899.

Jan. 2,	Monday,	Christmas Recess ends.
Feb. 13,	Monday,	Lincoln's Birthday.
Feb. 22,	Wednesday,	Washington's Birthday.
March 31,	Friday,	Good Friday.
April 1,	Monday,	Theses for Doctorate due.
May 8-13,	Mon. to Sat.,	Final Examinations.
May 15-18,	Mon. to Thurs.,	Final examination for candidates for Doc- tor's degree.
June 8,	Thursday,	COMMENCEMENT.

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## TERM AND VACATIONS.

The year begins on Wednesday, September 28th, 1898, and ends on Saturday, May 13th, 1899. Lectures are given and seminaries conducted from Mondays to Saturdays inclusive, but are intermitted on all legal holidays falling within the scholastic year, and also for a week at Christmas and New Year's.



## FACULTY.

HENRY M. MACCRACKEN, D.D., LL.D.,

*Chancellor.*

EDWARD R. SHAW, PH.D.,

*Dean of the Faculty ; Professor of the Institutes of Pedagogy.*

SAMUEL WEIR, PH.D.,

*Professor of the History of Education, and of Ethics.*

EDWARD FRANKLIN BUCHNER, PH.D.,

*Professor of Analytical Psychology.*

CHARLES B. BLISS, PH.D.,

*Professor of Experimental and Physiological Psychology.*

FREDERICK MONTESER, PH.D., PD.D.,

*Lecturer on Comparative Study of National School Systems.*

JAMES PARTON HANEY, B.S., M.D.,

*Lecturer on Physiological Pedagogics.*

ARTHUR B. WOODFORD, PH.D.,

*Lecturer on Sociology in Relation to Education.*

---

LESLIE J. TOMPKINS, M.S., LL.M.,

*Registrar.*

FRANCES M. WOODWARD,

*Assistant in the Library.*

## GENERAL STATEMENT.

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THE conception of a School of Pedagogy, for graduate work, instituted as an organic part of the University, and equal in rank to other professional schools, originated in the request of several mature teachers for instruction in higher pedagogy. After a satisfactory preliminary test, continuing for four years, of the practicability of this idea, the School of Pedagogy of New York University was established by the University Council on March 3d, 1890.

### AIM.

The aim of the School of Pedagogy is to furnish thorough and complete professional training for teachers. For this purpose it brings together all that bears upon pedagogy from the history of education, from descriptive, experimental and physiological psychology, from the domain of medicine, from ethics, from philosophy, from æsthetics, from sociology, from the principles and art of teaching, and from a comparative study of different national systems of education. It unifies this knowledge into a body of pedagogical doctrine, and points out its application to the practical work of the educator.

The plan of the institution places it upon the same basis as that of the best schools of law, medicine, and theology. The work is of distinctively university grade, and graduates of colleges and normal schools, and others of equal experience and maturity, will find in this school opportunity for the thorough study of higher Pedagogy.

The University appropriately marks the successful completion of required work by the conferment of the degree of Master or Doctor of Pedagogy.

## LOCATION.

The School of Pedagogy is in the new University Building, Washington Square, East, New York City. The entrance to the rooms of the School is at the north end of the building, on Waverley Place.

## FACILITIES FOR INSTRUCTION.

The School of Pedagogy occupies space specially provided for it in the erection of the new University Building on Washington Square, East, where the work of New York University has been carried on for nearly seventy years. Provision is made for the library spoken of below, the office of the Dean, the Psychological Laboratory, the recitation rooms, and the cloak rooms for men and women respectively. The greatest care has been taken in securing the best light and ventilation. The outlook from the windows commands a view of a large part of the metropolis and the neighboring cities of New Jersey. The building is made the headquarters of several organizations of teachers—the Society of Pedagogical Research, the New York University Society of Child Study, the Alumni Association of Doctors of Pedagogy, the Suburban Council of Education, and the Society for the Comparative Study of Pedagogy. The presence of the University Law School, and of certain parts of the University Graduate School in the same building, tend to make the surroundings of the school more strictly academic. The University stairways and elevators have been reserved exclusively for the use of these schools.

## LIBRARIES.

The School of Pedagogy has a large and well-equipped library, to which the latest pedagogical works are being constantly added.

The Astor Library, 283,000 volumes, is within three minutes' walk of the University Building. The Library

of the Academy of Medicine contains among its large collection many valuable books necessary in pedagogical study and research, and to be found in no other library of the city. These great libraries are open free to all students of the School.

### REQUIREMENT FOR ADMISSION.

For enrollment as a candidate for a degree the student must present a diploma from a College of Arts and Science, or from a Normal School, higher course, or testimonials of general scholarship equal to that required for such a diploma.

### SPECIAL STUDENTS.

In addition to those who are candidates for degrees, a second class of students may be enrolled. To this class may be admitted all such as commend themselves to the Faculty as prepared to receive benefit from the lectures, but such students cannot be candidates for a degree. They may attend the lectures and seminaries as the Faculty may direct, upon payment of the regular fee for *each course* attended, and are entitled to receive a certificate from the professor in charge for the work which they may successfully accomplish.

### DIRECTIONS FOR REGISTRATION.

Students wishing to enroll in the School of Pedagogy will obtain an enrollment card from the Registrar, which must be presented to each professor whose courses are elected for his signature. This card must then be taken to the office of the Dean and a registration blank filled out.

Students should reach New York several days before the opening of the school, in order to place themselves comfortably before the lectures begin.

The formal opening of the school will be held on Wednesday, September 28th, at 4 P.M., at which all students are expected to be present.

The Dean will be at his office on and after September 24th

from 10 A.M. to 5 P.M., to meet entering students and to consult with them in regard to the election of courses.

Applicants for admission to the School will address

PROFESSOR EDWARD R. SHAW, PH.D.,

*Dean of the Faculty of Pedagogy,*

University Building, Washington Square,

New York City.

### FEES.

An enrollment fee of \$5 is payable upon the selection of courses and the filling out of the enrollment blank ; but this sum is refunded to the student upon payment of the fee for instruction.

The fee for instruction is \$20 for the year in each Major course, \$12 for the year in each Minor course of two hours a week, \$10 for each Minor course of one hour a week and \$5 for each seminar course of half a year, payable before the 1st day of December. All fees are to be paid to the Registrar of the University, and no registration is complete until the payment of the required fee is made.

### LIVING EXPENSES.

Students can obtain good board, including room, for \$6 and upward per week, at a convenient distance from the University Building.

Inquiries with reference to board may be sent to Mrs. J. Lowrie Bell, Chairman of Home Committee, School of Pedagogy, Washington Square, New York City.

### SCHOLARSHIPS.

THE LOUISE HENRIETTE LECLERE SCHOLARSHIP of \$2500, founded December 20, 1890, through the efforts of the Women's Advisory Committee, by pupils of the teacher whose name it bears.

THE JAY GOULD SCHOLARSHIP of \$5000, founded in 1894 by Miss Helen Miller Gould, and increased from \$2000 to \$5000 in 1895.

THE JAMES BUELL SCHOLARSHIP of \$2000, founded 1895 by Mrs. Martha Buell Munn.

THE HITCHCOCK SCHOLARSHIP of \$2000, founded 1895 by Mrs. Welcome G. Hitchcock.

THE HELEN DAY GOULD SCHOLARSHIPS, two of \$5000 each, in memory of the late Mrs. Helen Day Miller, wife of the late Mr. Jay Gould, founded in 1895 by her daughter, Miss Helen Miller Gould.

THE WESTERN SCHOLARSHIP of \$5000, and THE SOUTHWESTERN SCHOLARSHIP of \$5000, founded in 1895, in memory of the late Mr. Jay Gould by his daughter, Miss Helen Miller Gould.

The Western Scholarship is open to teachers along the line of the Missouri Pacific and Iron Mountain railways; the Southwestern Scholarship to teachers along the line of the Texas and Pacific, St. Louis Southwestern, and the International and Great Northern railways.

THE NORTHPROP SCHOLARSHIP of \$4000, founded in 1895 by Miss Ida Northrop.

FIVE TEMPORARY SCHOLARSHIPS, yielding the entire cost to the student of tuition for one year.

Each of the \$5000 scholarships is intended to yield to the holder \$250 a year; the \$4000 scholarship, \$200 a year. Each of the other scholarships yields to the holder of the same the cost of tuition for one year. Candidates for any one of these scholarships should send their applications, accompanied by letters of recommendation and other evidences of their ability to pursue successfully the courses of instruction chosen, to the Chancellor of the University not later than September 10th.

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Boards of Trustees and Superintendents of schools desiring information concerning teachers well-equipped in Pedagogy and cognate subjects for colleges, normal schools, training schools, or principals and supervisors for public schools, are invited to communicate with the Dean.



## OUTLINE OF INSTRUCTION.

Instruction is offered in four Major and eight Minor courses, divided as follows: Major, I, II, III, and X; Minor, IV, V, VI, VII, VIII, IX, XI, and XII.

### FIRST YEAR.

#### I. HISTORY OF EDUCATION.

The aim of this course is to trace the development of educational principles and systems, alike in the relation of these to the general intellectual life of successive periods and nations and in their effect on pedagogical practice. Attention is concentrated first on the ideals cherished during the great civilizations of the past, on their expression through leading philosophers and educators, and their gradual realization in school organization and methods. A concise summary of Oriental life leads to a consideration of Greek and Roman civilization. The intellectual development of the Middle Ages is outlined through a sketch of the early Christian schools, of the efforts of Alfred and Charlemagne, of the influence of chivalry and scholasticism, and of the mediæval university. A study of the Renaissance and the Reformation reveals new elements in educational thought, which are further modified in the philosophy and practice of the seventeenth and eighteenth centuries. The course closes with a critical review of the more prominent educational writers of the present century and a presentation of the broader developments and larger problems of current pedagogical thought.

Professor Weir.

4 hours a week.

#### II. PHYSIOLOGICAL AND EXPERIMENTAL PSYCHOLOGY.

Study of the physical conditions of mental life, structure and functions of the central nervous system, and the end organs of sense.



Psychological experiments and measurements. Experiments on the senses, with special reference to methods of psychological measurement; upper and lower limits, minimum variation, right and wrong answers, computing averages, estimating accuracy of work, and expressing results in tabular and graphic form.

Experimental study of time relations of mental phenomena; association of ideas; memory, attention, force of suggestion, æsthetic judgments; motor energy; steadiness, accuracy, rhythm, habit, fatigue, pain. Growth of mind, variation in accuracy of senses and higher mental powers with age, sex, nationality, environment. Introduction to the literature of the various subjects, with thorough examination of investigations which have had direct bearing on pedagogical practice.

One hour a week is occupied with lectures and demonstrations covering the whole field, presenting the principal methods of investigation and the results thus far obtained. The other three hours are devoted to experiments by the class. A comparatively small number of problems will be undertaken with a view to making the work exact and reaching definite results. Most of the experiments will be made upon children of various ages from the affiliated schools, as well as upon the members of the class, thus allowing a comparison between children and adults and between children of different ages.

The aim of the course is to enable the students to understand the rapidly increasing literature of child-study and of psychological investigation, as applied to educational problems, to recognize the limits and possibilities of this line of work, and to enable them to make future investigations which shall be of value to psychology and to pedagogy.

The psychological laboratory occupies two rooms, and is supplied with the ordinary psychological apparatus, the equipment having special reference to problems which have a direct bearing on pedagogy.

Professor Bliss.

4 hours a week.

### III. ANALYTICAL PSYCHOLOGY.

This course undertakes a thorough and systematic study of the functions and phenomena of consciousness from the scientific point of view, with the specific aim of giving the student a working conception of the human mind; based upon the results of introspective and experimental investigations. The nature of psychological science and its methods, the description of the elements of consciousness, and an explanation of the laws controlling the various forms of mental development constitute the topical outlines of study.

The conclusions of psychological science are given a general historical and philosophical interpretation in one direction, and a special practical and theoretical application to pedagogy in the other. The conception and problems of education and the training of mental faculty are constantly regarded in the light of the facts of psychological development as supplying the data for their solution.

The lectures, one hour weekly, proceed upon the basis of some treatise on psychology, selected as a suitable text at the beginning of the year, and are supplemented in the three remaining hours by a critical comparison of the views of the leading modern authorities. Each student is expected to select some psychologist and to be responsible for a presentation of his views in the class. The discussions are also aided by papers on various themes written by members of the class and reports from the periodical contribution to psychological literature.

Professor Buchner.

4 hours a week.

### IV. HISTORY OF PHILOSOPHY.

A brief historical survey and critical exposition of the principal conceptions and problems of philosophy for the purpose of acquainting the student with the development of philosophical thought and its relation to the progress of culture in general, and of educational theory and practice in particular.

Professor Weir.

2 hours a week.

## V. PHYSIOLOGICAL PEDAGOGICS—THE RELATION OF MEDICINE TO PEDAGOGY.

Anatomy and physiology of the digestive and excretive tissues ; the neuro-muscular system. The physiology of growth and development, and its relation to the education of children and adolescents. The nature and effects of physical training. Fatigue and its manifestations. Anthropometrical measurements. The diatheses. The diseases of mal-nutrition. Postures, and deformities caused at school. The nervous diseases of development. Training of the mentally deficient. Diseases of the eye and ear, with tests to ascertain defects of vision and hearing. Infectious diseases, their nature and propagation. Prophylaxis and disinfection. School hygiene, sanitation, etc. In this course the physiological side of child study is emphasized.

Dr. Haney.

2 hours a week.

## \*VI. ELEMENTS OF PEDAGOGY.

This course begins with a discussion of the principles of teaching which should be employed in order to make the fullest appeal to the self-activity of the child, and then points out the application of these principles in the teaching of subjects in the elementary school. The orderly and pedagogical steps to be followed in teaching Arithmetic, Reading, Spelling, Writing, Form, Geometry, Geography, Drawing, Nature Study, History, Literature, Physiology, and Manual Work are presented. The co-ordination of these subjects is considered, and the interrelation of the different groups of studies, as well as the interrelation of the studies of the same group, are definitely traced. Students in this course are required to make observation in the School of Application, as well as in other schools, and to give frequent lessons. The plans and presentation of these lessons are fully and freely discussed in order to develop the inventive, directive, and critical powers of the student.

The course is planned in order to give those intending to become principals of training-schools, teachers of method,

and critic teachers the most extended opportunity for equipment for work in those fields of teaching.

Professor Shaw.

2 hours a week.

## SECOND YEAR.

### \*VII. COMPARATIVE STUDY OF NATIONAL SCHOOL SYSTEMS.

Historical and descriptive study of the national systems of education of Germany, France, and England, with reference to the social, political, and ecclesiastical conditions of those countries. The principal topics considered are : The relation of Church and State to the problem of popular education. School administration and supervision. The training and status of teachers. Character and scope of elementary education. Recent reforms in secondary education. Education of women. Technical, commercial and industrial education. Higher education.

The work is carried on by lectures, supplemented by independent investigations on part of the students. Each member of the class is expected either to investigate the school system of some country not mentioned above, or to make a careful comparative study of some special topic with reference to the three countries mentioned above.

As the comparison between American and foreign educational conditions and problems is kept in view throughout the course, the students should be familiar with the general state of education in this country.

Dr. Monteser.

1 hour a week.

### \* VIII. ÆSTHETICS IN RELATION TO EDUCATION.

The instruction in this course is carried forward in a three-fold way : the first part presents the physiological and psychological elements and conditions for the development of the æsthetical feelings and judgments ; the second part gives a historical survey of the more important æsthetical theories ;

the concluding lectures consider the relation of æsthetical development and of art to education and its problems.

Professor Buchner.

1 hour a week.

### \*IX. SOCIOLOGY IN RELATION TO EDUCATION.

I. Sociology : its character and method. Education as closely related to sociology, the science of society. Nature of society. Character of social progress.

II. Heredity and education. Man's animal nature conditions his education. Life of primitive man. Distribution of races. The capacity of different races for intellectual, moral, and physical development. Language as indicative of culture ; a means of civilization. Physical education and the benefits from games.

III. Domestic life. The family the first school. Types of the family and of home life. Influence of home on methods in education. School environment. Influence of schools on the home and on society. Education through the family. Public opinion and education.

IV. Industrial life. Stages in man's development. Modern industrial institutions. Prevailing notions of property as affecting educational methods. Kind of culture needed by rural, urban, seafaring, manufacturing, and by commercial people. Business ideals and the utilitarian side of education. Manual training.

V. Relation of the state to education. Development of political institutions. Need of public education ; how far it should be carried ; what should be taught. National ideals. Education through (a) legislation ; (b) enforcement of the law. Conception of political rights and the duty of the educator. The development of patriotism and civic pride.

Dr. Woodford.

1 hour a week.

### X. INSTITUTES OF PEDAGOGY.

This course is comprised under the following heads :

1. An examination of the commonly accepted principles



and maxims of education to determine their scope and limitations. 2. A critical examination of De Garmo's "Essentials of Method," with extended studies growing out of this—viz., the "Logic of Sense Perception," by Dr. William T. Harris, Lange's "Apperception," etc. 3. Motor education; its correlation with the various branches of study. 4. The education values of the different subjects of study, and to what degree these values depend upon mode of presentation. 5. The correlation, co-ordination, and concentration of studies. Preparation by students of courses of study on the principle of co-ordination, with working directions. 6. Individual *versus* class instruction. 7. Interest and its criteria. 8. Child study, involving observations, tests, measurements, and the collation of data. 9. Adolescence. 10. The heuristic method. 11. Derived principles of method. 12. Application of these in the teaching of subjects in elementary and secondary schools, with required presentation of lessons for criticism and discussion. 13. The literature of systematic pedagogy.

During the year students will visit certain schools of high rank in New York City and vicinity for observation and study.

The work in this course will be by lectures and seminary discussion. Opportunity will be afforded for special study of the teaching of a chosen subject.

Professor Shaw.

4 hours a week.

## XI. ETHICS.

Theoretical ethics, including a comparative study of recent ethical writers in order to reach by the critical method a sound and philosophical ethical position, to induce the habit of reflection, and to develop critical insight.

The course includes a discussion of the ethical aim in education both as to its importance and its proper direction.

Professor Weir.

1 hour a week.

## XII. SCHOOL ORGANIZATION, MANAGEMENT AND ADMINISTRATION.

1. School buildings, grounds, lighting, heating, ventilation, furniture, sanitation, apparatus, and equipment, discussed with reference to the best standards and the reasons which determine these. The practical application of these standards. Students will be required to make tests of ventilation in certain accessible schools, determining by means of the anemometer the number of cubic feet of air entering the room per minute for each pupil, the number of cubic feet passing out, the temperature and humidity of the air of the room, the impurity as denoted by the proportionate amount of carbonic acid gas present. 2. A study of the course of instruction, methods of teaching, working directions, grading, management, and administration of a system of schools. The study will be made by visits of observation, by written reports, and by discussions.

Many towns and small cities lie close to New York, affording favorable opportunities for this study.

Professor Shaw.

1 hour a week.

### CHILD STUDY.

The different phases of the child-study movement, so far as they have a bearing on the questions of psychology and education, are treated in connection with several courses.

### SEMINARIES.

In this group, courses are offered which are designed to afford graduates who wish to continue their studies and other specially qualified students an opportunity for making original historical or scientific researches. Subjects of special interest and value, varying from year to year, will be investigated in weekly conferences, in which the instructor and students alike assume the attitude of investigators in the respective courses. The selection of these topics will depend in part upon the interests of the students desiring to do such



special work, and will be determined in part by the trend of educational thought. Admission to these courses, which are not specifically credited in making up the requirements for a degree, is determined by a special vote of the Faculty. In any case where the number of students is small, a seminary may be withdrawn upon the option of the instructor in charge.

The following seminaries are announced for 1898-99 :

XIII. Sources for the History of Education in the United States.

Professor Weir. January to May.

XIV. A Critical Study of Kindergarten Activities.

Professor Shaw. October to January.

XV. Research Course in Experimental Psychology.

Professor Bliss. October to May.

XVI. Readings in French or German Pedagogical Literature.

Dr. Monteser. January to May.

### SELECTION OF COURSES.

When special circumstances make such procedure advisable, a student may be permitted, with the approval of the Faculty, to select courses from the subjects of the First and the Second year, in part from each.

### EXAMINATIONS.

The annual examinations are held during the month of May. The examinations are written, and last from three to four hours.

### THESIS FOR THE DOCTORATE.

For the degree of Doctor of Pedagogy, a Thesis, to be known as the "Thesis for the Doctorate in Pedagogy," shall be submitted by the candidate not later than April 1st preceding the Commencement at which the conferment of the degree is sought. This Thesis must show original treatment, or give evidence of independent research. The preparation of the theses will be under the direction of the Professor of

the History of Education, of either Professor of Psychology, or the Professor of the Institutes of Pedagogy, according to the subject of investigation chosen. The Thesis must include an analytical table of contents and a bibliography of the subject, and must be arranged according to a pattern to be seen in the School of Pedagogy Library.

## DEGREES.

### DOCTOR OF PEDAGOGY.

The degree of Doctor of Pedagogy will be conferred upon a student who has met the following conditions :

I. He must have been credited with attendance upon the required lectures and seminaries.

II. He must have successfully completed the four Major and five of the Minor courses. The Minor courses marked with an asterisk (\*) are elective ; the student is required to choose one of these in making up his list of Minor courses.

III. He must have presented the prescribed thesis, and have received approval of the same.

IV. He must either have presented a certificate showing three years' successful experience in school-room work, or he must have taught two years under the direction of the Faculty, and with such success as to receive their approval.

V. He must have paid the required fees.

### MASTER OF PEDAGOGY.

The degree of Master of Pedagogy will be conferred upon a student who has met the following conditions :

I. He must have been credited with attendance upon the required lectures and seminaries.

II. He must have successfully completed five courses, three of which must be Major courses.

III. He must either have presented a certificate showing two years' successful experience in teaching, or he must have taught one year under the direction of the Faculty, and with such success as to receive their approval.

IV. He must have paid the required fees.

## SCHEDULE OF LECTURES AND SEMINARIES, 1898-99.

Hours.	2.45—3.45.	3.45—4.45.	4.45—5.45.	
Monday .....	II. Experimental Psychology. Section A.	III. Analytical Psychology.	I. History of Education. II. Experimental Psychology. Section B. X. <i>Institutes of Pedagogy.</i>	
Tuesday .....	II. Experimental Psychology. Section A.	IV. History of Philosophy. VIII. <i>Æsthetics.</i>	I. History of Education. II. Experimental Psychology. Section B. X. <i>Institutes of Pedagogy.</i>	
Wednesday .....	II. Experimental Psychology. Section A.	III. Analytical Psychology.	I. History of Education. II. Experimental Psychology. Section B. X. <i>Institutes of Pedagogy.</i>	
Thursday .....	II. Experimental Psychology. Section A.	VI. Elements of Pedagogy.	IV. History of Philosophy. X. <i>Institutes of Pedagogy.</i>	
Friday .....		III. Analytical Psychology.	I. History of Education. VII. <i>Comparative Study of School Systems.</i>	
Hours.	9—10.	10—11.	11—12.	12—1.
Saturday .....	XII. <i>School Organization.</i>	III. Analytical Psychology. XI. <i>Ethics.</i>	II. Experimental Psychology. Section B. V. Physiological Psychology. VI. Elements of Pedagogy.	V. Physiological Psychology. IX. <i>Sociology.</i>

Second year courses are printed in italics.

## DEGREES CONFERRED, 1897.

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### DOCTORS OF PEDAGOGY.

Lois Margaret Hicks, . . . .	<i>New York City.</i>
Rose M. Lathrop, . . . .	<i>Bridgeport, Ct.</i>
George Hastings McNair, . . . .	<i>Piermont, N. Y.</i>
Miriam Elizabeth Wheeler, . . . .	<i>Elizabeth, N. J.</i>

### MASTERS OF PEDAGOGY.

Martin Luther Cox, . . . .	<i>Dover, N. J.</i>
John Dwyer, . . . .	<i>New York City.</i>
Mary Elizabeth Guirey, . . . .	<i>Chicago, Ill.</i>
Denorah Marian Joseph, . . . .	<i>New York City.</i>
Cecil Arthur Kidd, . . . .	<i>New York City.</i>
Marion Lenher, . . . .	<i>Elizabeth, N. J.</i>
Ferdinand Maenner, . . . .	<i>Hoboken, N. J.</i>
Rose Matilda Adaline McManus, . . . .	<i>New York City.</i>
Elizabeth Reid, . . . .	<i>New York City.</i>
Frederick Baker Risley, . . . .	<i>Smith's Landing, N. J.</i>
Loretto Marie Rochester, . . . .	<i>Jersey City, N. J.</i>
Edwin Lewis Stephens, . . . .	<i>Natchitoches, La.</i>
Edward Walmsley Stitt, . . . .	<i>New York City.</i>

## ROLL OF STUDENTS.

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Frances Adler, New York City Normal College, 1879.	<i>New York City.</i>
Martha Adler, New York City Normal College, B.A., 1894.	<i>New York City.</i>
Mary Elizabeth Andrew, St. Cloud State Normal School, 1892.	<i>Duluth, Minn.</i>
Gertrude Lois Andrews, Syracuse University, Ph.B., 1897.	<i>Syracuse, N. Y.</i>
* Teresa Loretto Atkinson,	<i>New York City.</i>
William Frederic Babcock, Bridgewater State Normal School, 1894.	<i>New York City.</i>
Charles Montgomery Babcock, N. Y. State Normal College, 1896.	<i>New York City.</i>
Margaret Ellen Bacon, New York City Normal College, 1881.	<i>New York City.</i>
Martha Caldwell Bates, Royal University of Ireland, B.A., 1889.	<i>Brooklyn, N. Y.</i>
Elizabeth Dancy Battle,	<i>Turboro, N. C.</i>
Anna Gartelette Bauer, Normal College, Hanover, Germany ; N. Y. State Normal College.	<i>New York City.</i>
Patrick Haggerty Beemer,	<i>New York City.</i>
Jessica Elizabeth Beers,	<i>Buffalo, N. Y.</i>
Leander Bartlett Bigelow, Cooper Institute, B.S., 1888.	<i>New York City.</i>
Lucy Ripley Bliss, Bucknell University, M.A., 1893.	<i>Brooklyn, N. Y.</i>
Boris Bogen, College of the City of Moscow, 1891 ; New York University, Pd.M., 1895.	<i>New York City.</i>

- William A. Boylan, *New York City.*  
 St. Francis Xavier College, M.A., 1887.
- Thomas James Boyle, *Flushing, L. I.*  
 New York University, LL.B., 1891.
- \* Margaret Abernethy Brewer, *Oakland, Cal.*  
 John E. Brown, *New York City.*  
 University of Rochester, A.M., 1877.
- Marion McAdam Christie, *New York City.*  
 N. Y. City Normal College, 1884 ;  
 N. Y. Univ., Pd.M., 1896.
- John King Clark, *New York City.*  
 Adelbert Thomas Selden Clark, *New York City.*  
 Union University, A.B., 1876 ; C.E., 1876 ; A.M., 1879.
- Anna Curtis Clothier, *Hackensack, N. J.*  
 New Jersey State Normal School, 1875.
- Margaret Elizabeth Cody, *New York City.*  
 New York City Normal College, 1876.
- \* Mina Belle Colburn, *Jamestown, N. Y.*  
 Emily Ida Conant, *New York City.*  
 New York University, Pd.D., 1891.
- Robert Leander Conant, *Whitestone, N. Y.*  
 Albany State Normal School, 1889.
- John F. Condon, *New York City.*  
 College of the City of New York, A.B., 1882.
- Jane Connell, *Lancaster, O.*  
 University of Wooster, Ph.B., 1890 ; Ph.M., 1892.
- Louise Connolly, *Washington, D. C.*  
 Columbian University, B.S., 1883 ; M.S., 1884.
- Frederick Augustus Cook, *Yonkers, N. Y.*  
 Syracuse Univ., A.B., B.Ph., 1881 ; A.M., 1882 ; Ph.D., 1885.
- Bernard Cronson, *New York City.*  
 College of the City of New York, A.B., 1884.
- Margaret Crownshield, *Columbia, Pa.*  
 Wellesley Coll., B.S., 1887 ;  
 N. Y. University, Pd.M., 1896.
- Annie Elizabeth Cunningham, *New York City.*  
 New York City Normal College, 1881.
- \* Mary Sloan Cunningham, *New York City.*  
 \* Jennie Graeme Cunningham, *New York City.*



- Charles Curtis, *New York City.*  
 Bowdoin, 1864 ; A.M., 1867 ;  
 Rutgers College, Ph.D., 1878.
- Edwin Augustus Daniels, *New York City.*  
 Dartmouth College, A.B., 1871 ; A.M., 1882.
- James Burt Thomas Demarest, *New York City.*
- Bernard Joseph Devlin, *New York City.*  
 College of the City of New York, B.A., 1888 ;  
 St. Francis Xavier, M.A., 1893.
- Agnes Cecelia Dolan, *New York City.*  
 New York City Normal College, 1879.
- Nellie Donohue, *New York City.*  
 New York City Normal College, 1877.
- Mary Hannah Donohue, *New York City.*  
 New York City Normal College, 1876.
- Serena Dorn, *New York City.*  
 New York City Normal College, 1879.
- \* Jennie Marie Dugan, *New York City.*
- Margaret Genevieve Dugan, *New York City.*  
 New York City Normal College, 1879.
- John Dwyer, *New York City.*  
 Albany Normal School, 1879 ;  
 New York University, Pd.M., 1897.
- Elsie Earle, *New York City.*  
 New York City Normal College, 1895.
- Grace Eastman, *Albany, N. Y.*  
 Wellesley College, B.S., 1891.
- Daniel Thomas Edwards, *Durham, N. C.*  
 Trinity College, N. C., A.B., 1892.
- Albert Washington Emerson, *Tarrytown, N. Y.*  
 Syracuse University, S.B., 1892 ; Ph.M., 1894 ; M.S., 1895.
- William Louis Ettinger, *New York City.*  
 Manhattan College, A.B., 1880 ; A.M., 1881.
- Emma Etzel, *New York City.*  
 New York City Normal College, 1878.
- Edwina La Barre Evans, *New York City.*  
 New York City Normal College, 1880.
- George Stevens Fairbanks, *Brooklyn, N. Y.*  
 Amherst College, B.A., 1895.



- Anne Jane Farley, *New York City.*  
 Mary Lucine Farley, *New York City.*  
     New York City Normal College.  
 Martin Herbert Ford, *Pearl River, N. J.*  
     Cortland State Normal School, 1893.  
 Samuel Friedman, *New York City.*  
     College of the City of New York, B.S., 1889 ;  
     New York University Law School, LL.B., 1895.  
 \* Helen Belle Froehlich, *New York City.*  
     Packer Collegiate Institute, 1877.  
 Robert James Frost, *New York City.*  
 Lois Lilian Gaskill, *Wilson, N. Y.*  
     Oswego State Normal School, 1892.  
 Nellie Geraty, *New York City.*  
     New York City Normal College, 1884.  
 \* Emma Catherine Gibson, *New York City.*  
 Sara Goldie, *New York City.*  
     New York City Normal College, 1879.  
 \* Joseph Thomas Griffin, *Brooklyn, N. Y.*  
 Mary Elizabeth Guirey, *New York City.*  
     Cook County Normal School, 1877 ;  
     New York University, Pd.M., 1897.  
 Blanche Halsey, *Jersey City, N. J.*  
     New Jersey State Normal School, 1875 ;  
     New York University, Pd.M., 1893.  
 \* Andrew Henri Hart, *New York City.*  
 \* Emanuel Haug, *Carlstadt, N. J.*  
 Rosalie Heggi, *New York City.*  
     New York City Normal College, 1879.  
 Hedwig Wilhelmina Dorothea Hilker, *New York City.*  
     New York City Normal College, 1893.  
 Charles Canon Holden, *New York City.*  
     Brockport State Normal School, 1876.  
 Elsie Wilkelmine Horrie, *New York City.*  
     New York City Normal College, 1880.  
 \* Edith Horton, *Brooklyn, N. Y.*  
 Anastasia Howe, *New York City.*  
     New York City Normal College, 1878 ;  
     New York University, Pd.M., 1894.

Margaret Maria Hughes, New York City Normal College, 1876.	<i>New York City.</i>
Carrie Ikelheimer, New York City Normal College, 1887.	<i>New York City.</i>
Ida Ikelheimer, New York City Normal College, 1883.	<i>New York City.</i>
Elizabeth Anne Jacobs, New York City Normal College, 1880.	<i>New York City.</i>
Asher Johnson Jacoby, John James Jenkins, New Platz Normal School, 1890 ; New York University, Pd.M., 1896.	<i>Middleboro, Mass. Corona, L. I.</i>
George Elmer Johnson, Central Normal College, Ind., B.A., 1895.	<i>Benton City, Mo.</i>
Olive Mary Jones, New York City Normal College, 1890.	<i>New York City.</i>
Josephine Viola Kaufman, New York City Normal College, B.A., 1893.	<i>New York City.</i>
Ella Keith, New York City Normal College, 1889.	<i>New York City.</i>
Harriet Hopkins Keith, New York City Normal College, B.S., 1886 ; Pd B., 1895.	<i>New York City.</i>
Henry Augustus Kelly, Mary Stewart Kennedy, Martha Kennedy, New York City Normal College, 1876.	<i>New York City. New York City. New York City.</i>
* William Wallace Ker, Mary Elizabeth Kerrigan, New York University, Pd.M., 1896.	<i>Jersey City, N. J. New York City.</i>
Cecil Arthur Kidd, Millersville State Normal School, 1880 ; New York University, Pd.M., 1897.	<i>New York City.</i>
George Kintner, Kutztown State Normal School, 1884.	<i>Carlstadt, N. J.</i>
Milinc Louise Klein, New York City Normal College, 1883.	<i>Brooklyn, N. Y.</i>
Ezra Frederick Knapp, Cortland State Normal School, 1890.	<i>Summit, N. J.</i>
Mary Deane Knox, New York City Normal College, 1892.	<i>New York City.</i>

- Elise Wilhelmine Kornmann,  
New York City Normal College, 1891 ;  
New York University, Pd.M , 1895. *New York City.*
- Carrie Elizabeth Krowl,  
New York City Normal College, 1887. *New York City.*
- Lillian Kupfer,  
New York City Normal College, 1886. *New York City.*
- Jessica Lamoreaux,  
Oneonta Normal School, 1894. *Newark, N. Y.*
- \* Charles Aloysius Lawrence,  
David Layton,  
Rutgers College, B.S., 1894. *New York City.*  
*New York City.*
- Mary Agnes Leahy,  
New York City Normal College, 1877. *New York City.*
- Emma Gertrude Leake,  
State University of Colorado, Ph.B., 1897. *Cañon City, Col.*
- S. Marion Lenher,  
New York University, Pd.M., 1897. *Elizabeth, N. J.*
- Matilda Beatrice Lemlein,  
New York City Normal College, 1879. *New York City.*
- Ella Frances Lewis,  
New York City Normal College, 1887. *New York City.*
- Matilda Luthey,  
St. Cloud State Normal School, 1892. *Monticello, Minn.*
- Mary Beatrice Mahoney,  
New York City Normal College, 1882. *New York City.*
- Kate Cornelia Mahoney,  
New York City Normal College, 1873. *New York City.*
- \* Rose Mallon,  
Frederic William Mar,  
Yale University, B.A., 1888 ; Ph.D., 1891. *New York City.*  
*Richmond Hill, N. Y.*
- Louis Marks,  
College of the City of New York, B.S., 1896. *New York City.*
- Anna Imelda Mathews,  
New York City Normal College, 1894. *New York City.*
- \* Peter Francis May,  
Emma Angela McCabe,  
New York City Normal College, 1887. *New York City.*  
*New York City.*
- \* Isabella Agnes McCabe, *New York City.*

- Mary Agnes McCarthy, *New York City.*  
 New York City Normal College, 1886.
- Mary Teresa McEnly, *New York City.*  
 New York City Normal College, 1879.
- Kate McKee, *New York City.*  
 New York City Normal College, 1881.
- Caroline Wilson McNair, *Mt. Morris, N. Y.*  
 Geneseo State Normal College, 1888.
- Jennie Biggs Merrill, *New York City.*  
 New York University, Pd.D., 1892.
- Arthur Barrett Miller, *Montclair, N. J.*  
 Stevens Institute of Technology, M.E., 1897.
- \* Katharine Brown Minor, *Honesdale, Pa.*  
 Bartholomew Francis Monaghan, *Newark, N. J.*  
 Rutgers College, B.S., 1896.
- Elizabeth Rose Mosbach, *New York City.*  
 New York City Normal College, 1883.
- Alfred William Mueser, *New York City.*  
 Teachers' Seminary, Moers, Germany, 1868.
- Hugo Newman, *Fordham Heights, N. Y.*  
 College of the City of New York, B.S., 1885.
- Lillian Herbert Nichols, *Paterson, N. J.*  
 New York University, Pd.M., 1895.
- John T. Nolan, *New York City.*  
 Frederick Alonzo North, *Toms River, N. J.*  
 Ellen Theresa O'Brien, *New York City.*  
 New York City Normal College, 1880.
- Martha Magdalen O'Brien, *New York City.*  
 New York City Normal College, 1880.
- Phœbe Irene O'Connor, *New York City.*  
 New York City Normal College, 1892.
- William Patrick O'Flaherty, *New York City.*  
 St. Francis Xavier, A.B., 1888, A.M., 1877.
- Mary Marshall Ottarson, *New York City.*  
 New Britain Normal School, 1894.
- Mary Thayer Patterson, *Elizabeth N. J.*  
 Albany State Normal School, 1886.
- Maria Pendleton, *Brooklyn, N. Y.*  
 Oswego State Normal School, 1876.

- Sarah Peterson, *Mount Vernon, N. Y.*  
New York City Normal College, 1877.
- Lyman C. Pierce, *Yonkers, N. Y.*  
Syracuse University, A.B., 1888 ; A.M., 1892.
- Henry Hull Plough, *New York City.*  
Albany State Normal School, 1880.
- Laura Popper, *New York City.*  
New York City Normal College, 1876.
- William Franklin Porter, *White Haven, Pa.*  
Millersville State Normal School, 1881.
- Louise Probst, *New York City.*  
New York City Normal College, 1873.
- Charles Daniels Raine, *Brooklyn, N. Y.*  
Elizabeth Reid, *New York City.*  
New York University, Pd.M., 1897.
- Mary Augusta Requa, *New York City.*  
New York City Normal College, 1870 ;  
New York University, Pd.M., 1896.
- James Joseph Reynolds, *New York City.*  
College of the City of New York, B.S., 1893.
- Julia Richman, *New York City.*  
New York City Normal College, 1872.
- Frederick Baker Risley, *Smith's Landing, N. J.*  
New Jersey State Normal School, 1896 ;  
New York University, Pd.M., 1897.
- William F. Robinson, *Elizabeth, N. J.*  
Loretto Marie Rochester, *Jersey City, N. J.*  
New York University, Pd.M., 1897.
- \* Josephine Elizabeth Rogers, *New York City.*  
Jerohn Joseph Savitz, *Boonton, N. J.*  
Illinois Wesleyan University, Ph.B., 1893.
- \* Maggie Ellen Scanlon, *New York City.*  
Oswald Schlockow, *New York City.*  
College of the City of New York, B.S., 1894.
- Bert Philo Seelye, *New York City.*  
Sophie Elizabeth von Seyfried, *Newark, N. J.*  
New Jersey State Normal School, 1882.
- Waite Almon Shoemaker, *St. Cloud, Minn.*  
St. Cloud State Normal School, 1881.

- Elias Schoenberg Silberstein, *New York City.*  
 College of the City of New York, A.B., 1894.
- Isaac Spectorsky, *New York City.*  
 Henrietta Sternglanz, *New York City.*  
 New York City Normal College, 1887.
- Estella Sternglanz, *New York City.*  
 New York City Normal College, 1890.
- Wilmot Stickle, *Passaic, N. J.*  
 New Jersey State Normal School, 1894.
- Edward Walmsley Stitt, *New York City.*  
 Coll. of the City of New York, B.S., 1881 ;  
 New York University, Pd. M., 1897.
- Grace Charlotte Strachan, *Brooklyn, N. Y.*  
 Buffalo State Normal School, 1880.
- Anna White Strathern, *New York City.*  
 Albany State Normal School, 1870.
- Howard Kauffman Strickler, *East Stroudsburg, Pa.*  
 Shippenburg State Normal School, M.E., 1890.
- Edward DuBois Stryker, *New York City.*  
 Isabel Porter Swainson, *New York City.*  
 New York City Normal College, 1878.
- Emma Sylvester, *Flushing, L. I.*  
 New York City Normal College, 1892.
- La Fayette Talbot, *Hoboken, N. J.*  
 Albany State Normal College, 1891 ;  
 New York University, Pd.M., 1895.
- Mary Elizabeth Taylor, *Alexandria Bay, N. Y.*  
 Cortland State Normal School, 1895.
- Sophie Amelia Thielemann, *New York City.*  
 New York City Normal College, 1879.
- \* William John Timmons, *New York City.*  
 \* Jane Ure, *New York City.*  
 George John Vogel, *Glenridge, N. J.*  
 Cornell University, A.B., 1891.
- Mary Florence Ward, *New York City.*  
 New York City Normal College, 1894.
- Clara Euphemia Warren, *Danbury, Conn.*  
 New York State Normal College, 1893.
- \* Ethel Chamberlayne Waters, *Rochester, N. Y.*



Caroline Augusta Watters,	<i>New York City.</i>
Claverack College, B.A., 1875.	
Mina Adrienne Weil,	<i>New York City.</i>
New York City Normal College, A.B., 1893.	
Mary Moore Welton,	<i>Washington, D. C.</i>
Lebanon Normal School, B.S., 1879 ;	
Alabama State Normal College, 1895.	
* Charles Henry Wescott,	<i>New York City.</i>
Silas Carmi Wheat,	<i>Brooklyn, N. Y.</i>
Sarah Wheaton,	<i>New York City.</i>
New York City Normal College, 1874.	
William F. Whitney,	<i>Atlantic Highlands, N. J.</i>
Oneonta State Normal School, 1894.	
M. Emma Wiggins,	<i>Paterson, N. J.</i>
* Jane Augusta Wright,	<i>Oneonta, N. Y.</i>
John Milton Yetter,	<i>Marshall's Creek, Pa.</i>
Kutztown State Normal School, 1889 ;	
Muhlenberg College, A.B., 1896.	

Total, 192.

#### AUDITORS.

Kate Agnes Breslin,	<i>New York City.</i>
Emma Campbell,	<i>Jersey City, N. J.</i>
Berta Adolta Koyt,	<i>Newark, N. J.</i>
Louise Edna Pollard,	<i>Elizabeth, N. J.</i>
Ella Jane Richardson,	<i>Long Island City.</i>
Fannie Emma Wolff,	<i>New York City.</i>

\* Special.





UNIVERSITY  
ANNOUNCEMENTS.

### SPECIAL NOTICE.

Copies of the University Catalogue, containing the circulars of all the Six Schools, may be obtained by addressing the Registrar, Washington Square, enclosing six cents for postage. The separate circular of any school will be sent upon application, postage free.

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### CHANGE OF NAME.

Upon the unanimous request of the University Corporation, the University Regents of the State of New York, under the powers committed to them by the Constitution of the State, enacted a statute March 19, 1896, changing the name of the University of the City of New York to NEW YORK UNIVERSITY. Henceforth this legal designation should be used in all papers of any kind whatsoever relating to this University.

## DIRECTORY OF THE UNIVERSITY.

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*Administration Offices, Washington Square.*

H. M. MACCRACKEN, LL.D., *Chancellor.*

L. J. TOMPKINS, LL.M., *Registrar.*

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[*The Officers of the Corporation, named upon page 36, may be addressed at Washington Square.*]

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*University College, University Heights.*

HENRY M. BAIRD, LL.D., *Dean.*

WILLIAM K. GILLET, A.M., *Secretary.*

*Graduate School, Washington Square.*

J. DYNELEY PRINCE, PH.D., *Dean.*

POMEROY LADUE, B.S., *Secretary.*

*School of Engineering, University Heights.*

CHARLES H. SNOW, C.E., *Dean.*

*School of Pedagogy, Washington Square.*

EDWARD R. SHAW, PH.D., *Dean.*

CHARLES B. BLISS, PH.D., *Secretary.*

*Medical School, No. 410 E. 26th St.*

EGBERT LEFEVRE, M.D., *Dean.*

J. THORN WILSON, *Clerk.*

*Law School, Washington Square.*

CLARENCE D. ASHLEY, B.A., LL.M., *Dean.*

ISAAC F. RUSSELL, LL.D., *Secretary.*

*University Library, University Heights, with two branches at Washington Square.*

L. J. TOMPKINS, *Librarian.*

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UNIVERSITY HEIGHTS is seventeen minutes from Forty-second Street by the Hudson River Railway, and about forty minutes by the Sixth Avenue Elevated and New York and Putnam Road.

## THE COUNCIL OF THE UNIVERSITY.

The Council of New York University, incorporated the 18th of April, 1831, is a self-perpetuating body, consisting of thirty-two members, each holding office for four years, or until his successor is elected. One fourth of the members go out of office each year on the first Monday of November, when their successors are elected by the Council.

### ROLL OF THE COUNCIL.

DATE OF ELECTION.		EXPIRATION OF TERM.
1862.	WILLIAM ALLEN BUTLER, LL.D.....	1898.
1865.	JOHN E. PARSONS.....	1901.
1871.	WILLIAM A. WHELOCK.....	1898.
1875.	JOHN HALL, D.D., LL.D.....	1900.
1881.	WILLIAM LORING ANDREWS.....	1898.
1882.	LEMUEL SKIDMORE.....	1900.
1883.	RODERICK TERRY, D.D.....	1899.
1883.	WILLIAM S. OPDYKE.....	1899.
1884.	SAMUEL SLOAN.....	1901.
1884.	DAVID BANKS.....	1901.
1884.	ROBERT SCHELL.....	1901.
1887.	GEORGE ALEXANDER, D.D.....	1899.
1890.	FREDERIC BAKER.....	1899.
1890.	ISRAEL C. PIERSON, Ph.D.....	1899.
1890.	WILLIAM F. HAVEMEYER.....	1898.
1891.	HENRY M. MACCRACKEN, D.D., LL.D..	1898.
1891.	JOSEPH S. AUERBACH.....	1898.
1892.	CHARLES R. FLINT.....	1898.
1892.	JOHN P. MUNN, M.D.....	1900.
1893.	AUGUSTUS D. JULLIARD.....	1900.
1893.	CHARLES R. OTIS.....	1899.
1893.	JOHN CLAFLIN.....	1900.
1895.	MARCELLUS HARTLEY.....	1897.
1896.	JAMES MCCREERY.....	1900.
1896.	CYRUS C. MILLER.....	1900.
1897.	FERDINAND S. SCHENCK, D.D.....	1899.
1897.	W. WHEELER SMITH.....	1901.

## OFFICERS AND COMMITTEES.

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President—WILLIAM ALLEN BUTLER, LL.D.

Vice-President—WILLIAM A. WHEELOCK.

Secretary—ISRAEL C. PIERSON, PH.D.

Treasurer—WILLIAM F. HAVEMEYER.

Chancellor—HENRY M. MACCRACKEN, D.D., LL.D.

### I.—ON FINANCE.

WILLIAM A. WHEELOCK.

ROBERT SCHELL.

A. D. JUILLIARD.

WILLIAM F. HAVEMEYER.

SAMUEL SLOAN.

MARCELLUS HARTLEY.

### II.—ON THE COLLEGE AND THE TECHNOLOGICAL WORK.

ISRAEL C. PIERSON, PH.D.

FERDINAND S. SCHENCK, D.D.

JOHN P. MUNN, M.D.

CYRUS C. MILLER.

### III.—ON THE GRADUATE SEMINARY AND THE SCHOOL OF PEDAGOGY.

GEORGE ALEXANDER, D.D.

WM. A. WHEELOCK.

FREDERIC BAKER.

### IV.—ON THE LAW SCHOOL.

WM. ALLEN BUTLER, LL.D.

JOHN E. PARSONS.

WILLIAM S. OPDYKE.

JOSEPH S. AUERBACH.

DAVID BANKS.

### V.—ON HONORARY DEGREES.

JOHN HALL, D.D., LL.D.

WM. ALLEN BUTLER, LL.D.

LEMUEL SKIDMORE.

ISRAEL C. PIERSON.

### VI.—ON THE LIBRARY.

DAVID BANKS.

WILLIAM L. ANDREWS.

RODERICK TERRY, D.D.

### VII.—ON VACANCIES.

WILLIAM S. OPDYKE.

WILLIAM A. WHEELOCK.

FREDERIC BAKER.

JOHN P. MUNN, M.D.

## VIII.—ON UNIVERSITY HEIGHTS PROPERTY.

DAVID BANKS.

WM. F. HAVEMEYER.

JOHN P. MUNN, M.D.

CHARLES R. FLINT.

## IX.—ON WASHINGTON SQUARE BUILDING.

A. D. JUILLIARD.

JOHN CLAFLIN.

FREDERIC BAKER.

CHARLES R. OTIS.

WILLIAM S. OPDYKE.

JAMES MCCREERY.

## X.—THE EXECUTIVE COMMITTEE.

WILLIAM S. OPDYKE.

DAVID BANKS.

ISRAEL C. PIERSON.

JOHN P. MUNN, M.D.

WM. A. WHEELOCK.

FREDERIC BAKER.

CYRUS C. MILLER.

With the Treasurer and the Chancellor, *ex officio*.

## THE WOMAN'S ADVISORY COMMITTEE.\*

*President*, Mrs. HENRY DRAPER.*Vice-President*, Mrs. F. W. DOWNER.*Secretary*, Mrs. EUGENE SMITH.*Treasurer*, Mrs. C. A. HERTER.

Term expiring 1897.

Mrs. MARY J. FIELD.

Miss HELEN M. GOULD.

Mrs. JOHN P. MUNN.

Miss FRANCES E. LAKE.

Term expiring 1898.

Mrs. EUGENE SMITH.

Mrs. RICHARD M. HOE.

Mrs. FREDERICK W. DOWNER.

Mrs. J. LOWRIE BELL.

Mrs. JEFFERSON HOGAN.

Term expiring 1899.

Miss EMILY O. BUTLER.

Mrs. ALEXANDER.

Mrs. C. A. HERTER.

Mrs. WELCOMB G. HITCHCOCK.

Term expiring 1900.

Mrs. HENRY DRAPER.

Mrs. EDWARD C. BODMAN.

Mrs. JOSEPH EASTMAN.

Mrs. RUSSELL SAGE.

\* In 1890 the Council of the University, recognizing that the enrollment of graduate students included the names of several women as candidates for the Doctorate in Philosophy, and recognizing further that the School of Pedagogy just founded was likely to enroll women students in equal numbers with men, deemed it expedient that the Council should have the co-operation of representative women in the promotion of the University's work for women, and accordingly established the Woman's Advisory Committee.



## NEW YORK UNIVERSITY SENATE.

## ORDINARY MEMBERS.

Henry M. MacCracken, LL.D., Chancellor.	
Henry M. Baird, LL.D., Dean	} University College.
Robert W. Hall, M.S., Professor	
Clarence D. Ashley, LL.M., Dean	} School of Law.
Isaac F. Russell, LL.D., Professor	
Egbert Lefevre, M.D., Dean	} School of Medicine.
W. M. Polk, LL.D., Professor	
Edward R. Shaw, Ph.D., Dean	} School of Pedagogy.
Charles B. Bliss, Ph.D., Professor	
John Dyneley Prince, Ph.D., Dean	} Graduate School.
Francis Hovey Stoddard, Ph.D., Professor	
Charles H. Snow, M.S., Dean	} School of Engineering.
John J. Stevenson, LL.D., Professor	

## HONORARY AND ADVISORY MEMBERS.

William Henry Green, D.D., LL.D., Princeton Theological Seminary.

Very Rev. E. A. Hoffman, D.D., LL.D., Dean of the General Theological Seminary.

President Henry A. Buttz, D.D., LL.D., Drew Theological Seminary.

Professor J. G. Lansing, D.D., New Brunswick Reformed Theological Seminary.

President Charles Cuthbert Hall, D.D., Union Theological Seminary.

Very Rev. E. R. Dyer, D.D., Rector of St. Joseph's Seminary, Dunwoodie, Yonkers.

The University Senate consists of the Chancellor, the Deans of the six schools, and six professors, one from each Faculty, together with Advisory Members. Each professor of every Faculty may serve in the Senate one year, following the order of seniority in office; but where a professor belongs to two or more Faculties, he is counted as regards the Senate in one Faculty only, such as may be designated by the Chancellor. The head of each of the following theological schools is an honorary and advisory member of the

Senate, and has all the privileges of an actual member except that of voting : Princeton, General Theological, Union, New Brunswick, Drew, and St. Joseph's.

The officers of the Senate are the Chancellor *ex officio*, who acts as President, a Vice-President, a Secretary, a Superintendent of the University Press, and a Superintendent of Public Occasions. The last two need not be members of the Senate.

The Senate has power to give the imprint of the University Press to books and periodicals, but not to incur any expense for such publications without permission of the University Executive Committee. The Senate has power to direct the time, place, and manner of the Commencements of the six schools.

The Senate may exercise such other executive functions in connection with the educational work of the University as may be assigned them by the University Corporation.

The chief work of the Senate is advisory, and includes: 1. Recommendations to the University Administration in regard to the catalogues, circulars, and other advertisements of the University. 2. Recommendations to the Council in reference to the entire educational work of the University. 3. Recommendations to each of the six Faculties in regard to the educational work of the same.

The Senate meets throughout the academic year on the first Mondays of those months in which there is no meeting of the corporation—namely, December, February, and April—and at other times at the call of the Chairman. Seven members form a quorum. The February meeting is the annual meeting, at which the election of officers takes place.

## UNIVERSITY STUDENTS' AID BOARD.

Dr. John P. Munn, M.D., University Council.

Miss Emily O. Butler, Woman's Advisory Committee.

William S. Opdyke, President College Alumni.

Dean John Dyneley Prince, Ph.D., University Graduate School.

Dean Charles H. Snow, M.S., Engineering School.

Dean Edward R. Shaw, Ph.D., School of Pedagogy.

Dean Clarence D. Ashley, LL.M., University Law School.

Dean Egbert Le Fevre, M.D., University College of Medicine.

The University Senate appoints from year to year a Students' Aid Organization, consisting of one delegate from the Faculty of each of the six schools, with a member of the University Council, a member of the Woman's Advisory Committee, and the President of the College Alumni. The object of this Board shall be to devise means of assisting worthy students, by obtaining employment or temporary loans for them, and in looking after their welfare in case of sickness and in other emergencies. The University will act as Trustee for any funds that may be put into its possession, subject to the control of this committee.

## HISTORICAL SKETCH.

The earliest record of the conception of New York University exists in the minutes of certain meetings of nine citizens of New York. The first was held December 16th, 1829, and was followed by weekly meetings for three successive weeks. The fourth and last meeting issued the following call for a representative conference of citizens to convene on January 6th, 1830.

“SIR : The establishment of a university in this city, on a liberal and extensive foundation, has, for some time past, occupied the attention of many of our respectable citizens. At a meeting held for considering the subject, it was determined to invite your attendance on Wednesday next, at seven o'clock P.M., at the rooms of the Historical Society, to take into further consideration the desirableness of such an institution as that contemplated, and to adopt such measures in relation to it as may be deemed most expedient. It is earnestly hoped that you may be able to attend.

J. M. MATHEWS,

JOSEPH DELAFIELD,

J. M. WAINWRIGHT,

MYNDERT VAN SCHAICK,

J. AUGUSTINE SMITH,

HUGH MAXWELL,

VALENTINE MOTT,

ISAAC S. HONE,

JOHN DELAFIELD.

NEW YORK, January 4, 1830.”

This meeting appointed a standing committee of nine gentlemen (probably the number of the Muses was in the minds of these lovers of learning), of whom four were taken from the original meeting of the nine, including Dr. Mathews, who became the first Chancellor ; John Delafield, who became the first Secretary of the Council ; and Myndert Van Schaick, who became the first Treasurer. This committee added to

its numbers from time to time, secured a long roll of subscribers to the new enterprise, and finally merged its existence into that of the first University Council, which was elected by the subscribers October 16th, 1830, and was chartered April 18th, 1831.

The founders thus enlisted were composed in almost equal parts of public-spirited business men and of members of the liberal professions. Their plan from the beginning included nearly all the professorships that are comprised to day in the faculties of the six schools of New York University. Even the School of Pedagogy was anticipated in a proposed professorship of "The Philosophy of Education and the Instruction of Teachers." The Graduate School was planned under the name "The First General Division," while the Undergraduate College was known as the Second Division. The Schools of Law and Medicine and Applied Science were all contemplated by the first statutes, adopted 1831. These plans were far in advance of any demand then existing in America, and were not supported by sufficient endowment for their complete accomplishment. It was reserved for the last quarter of the nineteenth century, instead of the second quarter, to develop them in full measure.

The University as now existing comprises under the Council, which is by charter the Corporation, three faculties, and six schools, of which four are under the Faculty of Arts and Science, while the Faculties of Law and Medicine have each one school. A summary of attendance for the current year is given below, also the chief epochs in the history of the University are noted.

It is asked of the reader to remember that a single lifetime has not yet passed since the inception of New York University. What may not yet be done by her before she shall have completed her first centennial !

## EPOCHS

## IN THE ORGANIZATION OF THE UNIVERSITY.

1829, December 16, *Meeting of nine gentlemen to consider "the establishment of a University in the city of New York on a liberal and extensive scale."*

1830, January 6, *Public meeting called by the above and others, in the Rooms of the Historical Society; appointment by it of Standing Committee on Subscriptions.*

1830, October 15, *Election, by the Subscribers, of Members of the Council.*

1831, April 18, *Act of Incorporation.*

## UNDER THE FACULTY OF ARTS AND SCIENCE.

1832, October, *Opening of College work*, closely followed by the erection (1832-35) of the University Building.

1835, *Invention, in the University, of the Recording Telegraph:*

"*Your Philomathean Hall, the room I occupied—that room in the University was the birthplace of the Recording Telegraph.*"—[Extract from address of Professor Morse at the Alumni Meeting of 1853.]

1839, *Invention, in the University, of the application of Photography to the representation of the human countenance.*

1864-66, *Founding of the General Endowment, in chief part by Mr. Loring Andrews.*

1886, *Organization of Graduate School.*

1890, *Proposal of an uptown site.*

1890, *Organization of the School of Pedagogy.*

1890, *Appointment of the Woman's Advisory Committee.*

1892, *Purchase of University Heights.*

1894, *Removal to University Heights of the University College.*

1895, *Gift of the Library Building and of "Gould Hall."*

## UNDER THE FACULTY OF MEDICINE.

1841, *Opening of the College, on Broadway, opposite Bond St.*

1851, *Removal to Fourteenth Street, near Irving Place.*

1853, *Procurement, by the Faculty, of the Law legalizing dissection in New York State.*



1869, *Removal* (after the burning of the old edifice, in 1866, and a temporary stay in the New York Hospital) to *East Twenty-sixth Street*.

1879, *Erection of the present College Building*.

1887, *Building of the Loomis Laboratory*.

1892, *Adoption of Three Years' Course*.

1896, *Adoption of Four Years' Course*.

1897, *University Direct Control Inaugurated*.

#### UNDER THE FACULTY OF LAW.

1835, *Plan of Hon. B. F. Butler for the School adopted*.

1858, *Reorganization of the Department of Law*.

1863, *Founding of the Law Library by John Taylor Johnston*.

1895, *Opening of the new Halls at Washington Square, and establishment of morning, afternoon and evening Instruction*.

#### FOUNDERS OF THE UNIVERSITY.

These names include all those members of the first Council who continued in office one term, or four years. They were elected by the whole body of about two hundred citizens who gave money to the foundation, and hence may be fairly held to represent THE FOUNDERS.

HON. MORGAN LEWIS; HON. SAMUEL R. BETTS; HON. JAMES TALLMADGE; JAMES M. MATHEWS, D.D.; GEORGE GRISWOLD, SR.; MYNDERT VAN SCHAICK; STEPHEN WHITNEY; MARTIN E. THOMPSON; JOHN DELAFIELD; JAMES LENOX; SAMUEL WARD; VALENTINE MOTT, M.D.; EDWARD DELAFIELD, M.D.; SAMUEL HANSON COX, D.D.; JAMES MILNOR, D.D.; ARCHIBALD MACLAY, D.D.; SPENCER H. CONE, D.D.; CYRUS MASON, D.D.; WILLIAM W. WOOLSEY; CHARLES STARR; JOHN S. CRAIG; GABRIEL P. DISOSWAY.

#### PRESIDENTS OF THE COUNCIL.

HON. ALBERT GALLATIN; HON. MORGAN LEWIS; HON. JAMES TALLMADGE; GARDINER SPRING, D.D.; CHARLES BUTLER, LL.D.; JOHN C. GREEN, LL.D.; JOHN TAYLOR JOHNSTON; WILLIAM ALLEN BUTLER, LL.D.



## CHANCELLORS OF THE UNIVERSITY.

JAMES MATHEWS, D.D. ; HON. THEODORE FRELINGHUYSEN, LL.D. ; ISAAC FERRIS, D.D., LL.D. ; HOWARD CROSBY, D.D., LL.D. ; JOHN HALL, D.D., LL.D. ; HENRY MITCHELL MACCRACKEN, D.D., LL.D.

## ROLL OF EMINENT PROFESSORS.

For some record of the work of professors in the University, see the biographies of the following, among others, in the American Cyclopædia (1873-76), or Johnson's Cyclopædia (1874-77)—names marked (A.) are in the American only, those marked (J.) in Johnson's only ; all other names are in both. None are included who are living. All titles are omitted.

### FACULTY OF ARTS AND SCIENCE.

SAMUEL F. B. MORSE ; HENRY P. TAPPAN ; JOHN TORREY ; LEWIS C. BECK ; CHARLES P. MCILVAINE ; CALEB S. HENRY ; HENRY VETHAKE (J.) ; CHARLES W. HACKLEY (J.) ; WILLIAM A. NORTON (J.) ; JOHN W. DRAPER ; THOMAS H. GALAUDET ; EDWARD ROBINSON ; CHARLES D. CLEVELAND ; GEORGE BUSH ; LORENZO L. DA PONTE (J.) ; COURTLANDT VAN RENSSELAER ; ELIAS LOOMIS ; GEORGE J. ADLER (J.) ; CHARLES DAVIES ; JOHN C. DRAPER ; HENRY DRAPER ; TAYLER LEWIS ; HOWARD CROSBY ; E. H. GILLET (J.) ; E. F. FORESTI (J.) ; BENJAMIN N. MARTIN (J.).

### FACULTY OF MEDICINE.

VALENTINE MOTT ; SAMUEL GROSS ; SAMUEL H. DICKSON ; ELISHA BARTLETT ; MARTYN PAINE ; GUNNING S. BEDFORD ; JOHN W. DRAPER ; HENRY DRAPER ; JOHN C. DRAPER ; JOHN A. SWETT (J.) ; GRANVILLE S. PATTISON (J.) ; HENRY S. HEWITT (J.) ; ALFRED CHARLES POST (J.).

### FACULTY OF LAW.

BENJAMIN F. BUTLER ; WILLIAM KENT (A.) ; THEODORE SEDGWICK ; GEORGE HENRY MOORE ; JOHN NORTON POMEROY ; B. VAUGHAN ABBOTT (J.) ; HENRY E. DAVIES (J.).

## UNIVERSITY HEIGHTS.

In November of 1890, a movement was inaugurated to enlarge the work of the University by the securing of a new site for the University College, the School of Engineering, and the Graduate School (in part). On July 1, 1891, a site was secured, extending from Sedgwick Avenue to Aqueduct Avenue, immediately south of the new University Avenue (placed on the map of the city at the request of the University), which avenue is also called East 181st Street.

The single tract included in the College Campus comprises over twenty-three acres. In addition to this is a boat-house site on the water front. Further, the University has purchased several adjoining parcels in order to restrict the neighborhood against nuisances, and to secure sites for Fraternity Houses, professors' residences, and the like. The general verdict of the public who visit University Heights places it second in beauty to no other University site in the world.

The following are the names of the subscribers for the new grounds and buildings, who may be fairly designated "Founders of the University Heights." Since a portion of the purchase price remains to be paid, it is expected to add other names to this roll. The individual amounts credited range from \$100 upward. The benefactors marked (\*) have died.

## FOUNDERS OF UNIVERSITY HEIGHTS.

AUSTIN ABBOTT, LL.D.,(*)	'51	ROBERT BONNER,	
GEORGE ALEXANDER, D.D.,		JAMES BOYD,	'82
WILLIAM L. ANDREWS,		CHARLES B. BRUSH, Sc.D.,(*)	'67
J. D. ARCHBOLD,		E. M. BULKLEY,	
W. W. ATTERBURY, D.D.,		CHARLES BUTLER, LL.D., (*)	
JOSEPH S. AUERBACH, A.M.,	'75	WM. ALLEN BUTLER, LL.D.,	'43
FREDERIC BAKER, A.M.,	'52	HUGH N. CAMP, (*)	
DAVID BANKS,		JOHN CLAFLIN,	
CHARLES T. BARNEY,		R. R. CROSBY, A.M., (*)	'34
W. H. BEADLESTON, M.S.,(*)	'62	R. G. DUN,	
CHAS. S. BENEDICT, M.D.,	'80	J. P. DUNCAN,	
EDWARD C. BODMAN,		S. B. DURYEA, A.M., (*)	'66
BENJAMIN W. BOND, A.M.,	'62	CHARLES R. FLINT,	

A. A. FREEMAN, D.D.,	'43	LOUIS OTTMANN,	
F.W. GEISSENHAIMER, A.M.,	'41	FRANCIS A. PALMER,	
WM. K. GILLETT, A.M.,	'80	OLIVER H. PAYNE, A.M.,	
JAY GOULD, (*)		JOHN E. PARSONS, A.M.,	'48
MISS HELEN MILLER GOULD,		ISRAEL C. PIERSON, Ph.D.,	'65
JOHN HALL, D.D.,		W. M. POLK, M.D.,	
WILLIAM F. HAVEMEYER,		GEORGE B. POST, A.M.,	'58
C. N. HOAGLAND, M.D.,		JOHN REID, D.D.,	'70
G. H. HOUGHTON, D.D., (*)	'42	JOHN M. REID, D.D., (*)	'39
C. P. HUNTINGTON,		W. J. ROOME,	'78
JOHN H. INMAN, (*)		FRANK RUSSAK,	'75
SAMUEL INSLEE, (*)		JACOB RUSSAK,	'81
JOHN B. IRELAND, A.M.,	'41	SAMUEL S. SANDS, (*)	'46
ISAAC S. ISAACS, A.M.,	'65	F. L. SATTERLEE, M.D.,	'65
W. B. ISHAM,		ROBERT SCHELL,	
D. B. IVISON,		JACOB H. SCHIFF,	
D. WILLIS JAMES,		HERMANN SCHWAB, (*)	
MORRIS K. JESUP,		MAX HENRY SELIGMAN,	'75
A. D. JUILLIARD,		ELLIOTT F. SHEPARD, (*)	
JOHN S. KENNEDY,		MRS. MARGARET L. SHEPARD,	
J. W. C. LEVERIDGE, (*)		LEMUEL SKIDMORE, A.M.,	'61
ED. H. LITCHFIELD, A.M.,	'67	WILLIAM L. SKIDMORE, (*)	
SOLOMON LOEB,		SAMUEL SLOAN,	
MORRIS LOEB, Ph.D.,		JOHN SLOANE,	
A. L. LOOMIS, M.D., LL.D., (*)		CHARLES H. SNOW, C.E.,	'86
DAVID H. MACALPIN,		JOSEPH STICKNEY,	
HENRY M. MACCRACKEN, D.D.,		JAMES STOKES, A.M.,	'63
J. MCCREERY,		THOMAS STOKES, Ph.B.,	'65
ROBERT MACLAY,		WILLIAM L. STRONG,	
JOHN MACVEY, D.D.,	'60	WILLIAM R. SYME, A.M.,	'62
H. W. T. MALI,	'64	JAMES TALCOTT,	
FRANCIS F. MARBURY, (*)		WM. M. TAYLOR, D.D., (*)	
E. B. MONROE, A.M., (*)	'53	RODERICK TERRY, D.D.,	
MRS. ELBERT B. MONROE,		CHARLES L. TIFFANY,	
J. PIERPONT MORGAN,		HENRY VAN SCHAICK, A.M.,	'43
JOHN H. MOSS, A.M.,	'48	JENKINS VAN SCHAICK,	
JOHN P. MUNN, M.D.,		MRS. MARY B. WHEELER, (*)	
GEORGE MUNRO, (*)		WM. A. WHEELOCK, A.M.,	'43
WILLIAM H. NICHOLS, A.M.,	'70	STANFORD WHITE, A.M.,	
H. D. NOYES, M.D.,	'51	G. G. WILLIAMS,	
WILLIAM S. OPDYKE, A.M.,	'56	HENRY S. WILSON.	

## THE CHARTER OF NEW YORK UNIVERSITY.

ENACTED, April 18, 1831. Amended, February 23, 1893.

*The name was changed to New York University March 19th, 1896.*

I. The subscribers and shareholders of "The University of New York" are hereby incorporated for the purpose of promoting literature and science. The corporation shall be known by the name of "The University of the City of New York," and by that name shall have perpetual succession, power to sue and be sued, to make and use a common seal, and alter the same at pleasure, to hold property, real and personal, to contract and be contracted with, and to buy and sell and otherwise dispose of lands and chattels, as to them shall seem necessary for the interests of the University.

II. The government and estate of the University shall be conducted and managed by a Council composed of thirty-two members. The location of the University shall be in the city of New York.

III. The present Council of the University of the City of New York, to wit : (Class of eighteen hundred and eighty-nine to eighteen hundred and ninety-three) Edward H. Litchfield, John E. Parsons, J. W. C. Leveridge, John Reid, Elbert B. Monroe, Samuel Sloan, David Banks, Robert Schell ; (Class of eighteen hundred and ninety to eighteen hundred and ninety-four) Charles Butler, William Allen Butler, William A. Wheelock, Henry M. MacCracken, William L. Andrews, Israel C. Pierson, Joseph S. Auerbach, William F. Havemeyer ; (Class of eighteen hundred and ninety-one to eighteen hundred and ninety-five) Alfred L. Loomis, Jenkins Van Schaick, William S. Opdyke, Roderick Terry, George Alexander, Charles R. Flint, Frederick Baker, Charles T. Barney ; (Class of eighteen hundred and ninety-two to eighteen hundred and ninety-six) John Taylor Johnston, John Hall, Charles F. Deems, Lemuel Skidmore, William M. Taylor, George Munro, William L. Skidmore, John P. Munn and their successors, shall constitute the Council for the government and management of the University.

IV. One fourth of the members of the Council as above named constituting one class shall go out of office annually and in the order in which their classes are named, when an election shall be held by the Council to supply their places. The Council may fill its own vacancies occurring previous to an annual election. Members going out of office shall be re-eligible.

V. The seat of any member of the Council who shall have been absent from its meetings for six months, without being excused, may, by a majority vote of the Council, be declared vacant.

VI. The Council may elect an executive committee of not less than eleven members, six of whom shall be a quorum, to transact, in the intervals between meetings of the Council, such business as the Council may authorize.

VII. Eleven members shall be a quorum for the transaction of business ; but no real estate shall be conveyed, nor appointments to office for a period beyond one year made (except to supply vacancies in the Council), unless there be present and voting at least seventeen members, and unless there

shall be a concurrence of not less than eleven members, being a majority of all those present, in favor of the conveyance, or appointment in question.

VIII. Persons of every religious denomination shall be equally eligible to all offices and appointments.

IX. The University may grant to students under its charge diplomas or honorary testimonials, in such form as it may designate. It may also confer such literary honors, degrees and diplomas, as are usually granted by any university, college or seminary of learning in the United States.

X. Diplomas granted by the University shall entitle the possessors to the immunities and privileges allowed by usage or statute, to the possessors of like diplomas from any college or seminary of learning in the State.

XI. No diploma shall be conferred by the University, but in conformity with the laws of the State in force at the time in conferring the same.

XII. This University shall be subject to the visitation of the regents of the University of this State, in the same manner and to the same extent as the various colleges in this State.

XIII. The Council shall have power to appoint its own officers, and all the officers of the University, to establish ordinances and by-laws, not contravening the laws or constitution of this State or of the United States ; and to expel any of its members for a violation thereof.

XIV. All the real and personal estate, and all interest in any real or personal property or estate of every name and nature whatsoever, and wheresoever the same may be, which is now vested in the University of the City of New York, as now constituted and organized, is hereby confirmed to and vested forever in the University of the City of New York, for the sole use and benefit of said University, and it shall be lawful to, and for the said University to grant, bargain, sell, demise, mortgage, improve and dispose of said property, in such manner as to the Council of said University shall seem meet. Such real estate as is now and has been for over fifty years last past occupied by the said University as a site, shall remain exempt from taxation so long as the entire university instruction in the Law School, the entire instruction in the School of Pedagogy, and the administration office of the University shall be continued there. Such real estate as may be used as a new site for the enlargement of the work of the University shall be exempt from taxation, but only so long as it may continue to be used for educational purposes.

XV. The Legislature may at any time alter, repeal, or modify this act.

#### ACADEMIC COSTUME.

The University adopted June 3, 1895, the statute concerning academic costume recommended by the conference of representatives of certain Universities and Colleges, held May 16, 1895, an addition to the same being made on behalf of students wearing degrees in Pedagogy, which at this date are given by no other University. The statute consists of two sections, as follows :



Section 1. The following described academic costume is adopted, to be worn upon all appropriate occasions, as indicating the several Degrees and the Faculties to which they pertain.

#### GOWNS.

1. *Pattern.* Those commonly worn, with pointed sleeves for the Bachelor's Degree, with long closed sleeves for the Master's Degree, and with round open sleeves for the Doctor's Degree. 2. *Material.* Worsted stuff for the Bachelor's Degree, silk for the Master's and Doctor's Degrees. 3. *Color.* Black. 4. *Trimmings.* For the Bachelor's and Master's Degrees the gowns are to be untrimmed. For the Doctor's Degree the gown is to be faced down the front with black velvet, with bars of the same across the sleeves; or the facings and cross-bars may be of velvet of the same color as the binding or edging of the hood, being distinctive of the Faculty to which the Degree pertains.

#### HOODS.

1. *Pattern.* The pattern usually followed by Colleges and Universities, save as modified below. 2. *Material.* The same as that of the gown. 3. *Color.* Black. 4. *Length.* The length and form of the hood will indicate the degree, as follows: For the Bachelor's Degree, the length shall be three fourths that of the Master's Degree. The Master's Degree shall be of the customary length, not exceeding four feet; and the Doctor's Degree shall be of the same length, but have panels at the sides. 5. *Linings.* The hoods shall be lined with the official color of the University. 6. *Trimmings.* The binding or edging, not more than six inches in width, to be of silk, satin or velvet, the color to be distinctive of the Faculty to which the degree pertains, thus: Arts and Letters, white. Philosophy, dark blue. Science, gold yellow. Pedagogy, French gray. Theology, scarlet. Law, purple. Medicine, green. Fine Arts, brown. Music, pink.

#### CAPS.

The caps shall be of the material and form generally used, and commonly called mortar-board caps. The color shall be black. The Doctor's cap may be of velvet. Each cap shall be ornamented with a long tassel attached to the middle point of the top. The tassel of the Doctor's cap may be, in whole or in part, of gold thread.

Section 2. Members of the Governing Body shall be entitled, during their term of office, to wear the gown of highest dignity—that of the Doctor's Degree—together with the hood appropriate to the degree which they may have severally received. Members of the Faculties and any persons officially connected with the University, who have been recipients of academic honors from other universities or colleges in good standing, may assume the academic costume corresponding to their degree, as described in the foregoing section, *provided* that such right shall terminate if such persons shall cease to be connected with the University. The President and Deans of Faculty may adopt distinctive badges, not inconsistent with the costume hereinbefore described.

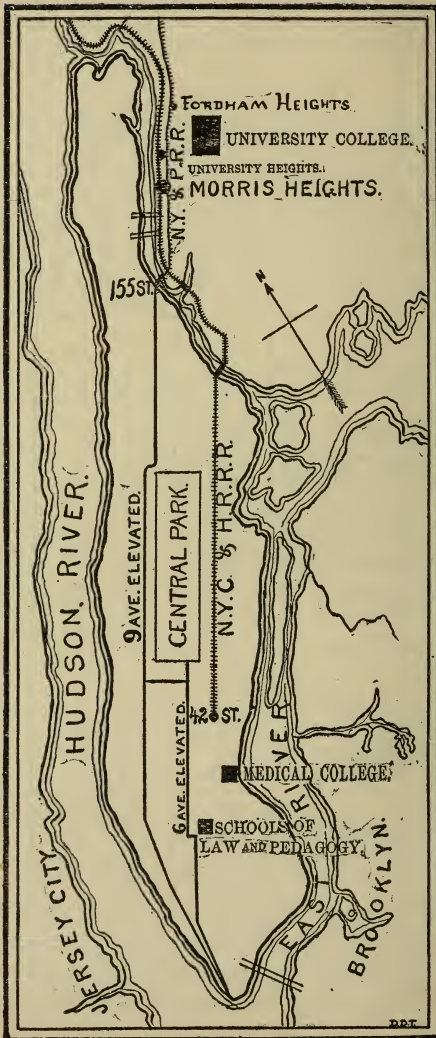


# UNIVERSITY ENROLLMENT, 1897-98.

THE enrollment of the three University Faculties and the six University Schools is as follows for the past year :

	Professors.	Adjunct Professors.	Lecturers.	Instructors.	Assistants.	Total Faculty.	Students.
I. UNDER FACULTY OF ARTS AND SCIENCE.							
1. College .....	28	2	9	7	2	48	181
2. Graduate School....							122
3. Engineering School.							43
4. School of Pedagogy. }							192
II. UNDER FACULTY OF LAW.							
5. University Law School.	11	1	8	3	....	23	626
III. UNDER FACULTY OF MEDICINE.							
6. University Medical College.....	17	6	....	19	20	62	246
IV. UNDER THE GENERAL FACULTY.							
7. Library (Librarian and Assistants).....	....	....	....	....	....	9	....
Total.....	56	7	19	30	22	142	1,409
Deduct for names counted twice .....	....	....	....	....	....	....	43
							1,367

In the above total neither "auditors" nor "non-matriculants" are reckoned. Of these more than one hundred are in attendance in 1897-98 in the various schools of the University.



LIBRARY  
OF THE  
UNIVERSITY OF ILLINOIS.

*Library*

# New York University

## School of Pedagogy

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ANNOUNCEMENTS FOR THE TENTH YEAR,  
BEGINNING SEPTEMBER 27, 1899,  
AND ENDING MAY 19, 1900.

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WASHINGTON SQUARE, NEW YORK CITY.

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## CALENDAR, 1899-1900.

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1899.

Sept. 27,	Wednesday,	Enrollment, Formal Opening, 4.30 P.M.
Sept. 28,	Thursday,	Lectures begin.
Nov. 30-Dec. 2,	Thurs. to Sat., inclusive,	Thanksgiving Recess.
Dec. 23,	Saturday,	Christmas Recess begins 1.15 P.M.

1900.

Jan. 2,	Tuesday,	Lectures begin.
Feb. 12,	Monday,	Lincoln's Birthday.
Feb. 22,	Thursday,	Washington's Birthday.
April 2,	Monday,	Theses for Doctorate due.
April 7,	Saturday,	Spring Recess begins, 1.15 P.M.
April 16,	Monday,	Lectures begin.
May 14-19,	Mon. to Sat.,	Final Examinations.
May 21, 22,	Mon. and Tue.,	Final examination for candidates for Doctor's degree.
June 7,	Thursday,	COMMENCEMENT.

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## TERM AND VACATIONS.

The year begins on Wednesday, September 27, 1899, and ends on Saturday, May 19, 1900. Lectures are given and seminaries conducted from Mondays to Saturdays inclusive, but are interrupted on all legal holidays falling within the scholastic year, and also for a week at Christmas and New Year's, and a week in the spring.

## FACULTY.

HENRY M. MACCRACKEN, D.D., LL.D.,

*Chancellor.*

EDWARD R. SHAW, PH.B., PH.D.,

*Dean of the Faculty; Professor of the Institutes of Pedagogy.*

SAMUEL WEIR, B.A., PH.D.,

*Professor of the History of Education, and of Ethics.*

EDWARD FRANKLIN BUCHNER, A.B., PH.D.,

*Professor of Analytical Psychology.*

CHARLES HUBBARD JUDD, B.A., PH.D.,

*Professor of Physiological and Experimental Psychology.*

FREDERICK MONTESER, PH.D., PD.D.,

*Lecturer on Comparative Study of National School Systems and on Sociology in Relation to Education.*

JAMES PARTON HANEY, B.S., M.D.,

*Lecturer on Physiological Pedagogics.*

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LESLIE J. TOMPKINS, M.S., LL.M.,

*Registrar.*

FRANCES M. WOODWARD,

*Assistant in the Library.*



## GENERAL STATEMENT.

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The conception of a School of Pedagogy, for graduate work, instituted as an organic part of the University, and equal in rank to other professional schools, originated in the request of several mature teachers for instruction in higher pedagogy. After a satisfactory preliminary test, continuing for four years, of the practicability of this idea, the School of Pedagogy of New York University was established by the University Council on March 3, 1890.

### AIM.

The aim of the School of Pedagogy is to furnish thorough and complete professional training for teachers. For this purpose it brings together all that bears upon pedagogy from the history of education, from analytical, experimental and physiological psychology, from the science of medicine, from ethics, from philosophy, from æsthetics, from sociology, from the principles and art of teaching, and from a comparative study of different national systems of education. It unifies this knowledge into a body of pedagogical doctrine, and points out its application to the practical work of the educator.

The plan of the institution places it upon the same basis as that of the best schools of law, medicine, and theology. The work is of distinctively university grade, and graduates of colleges and normal schools, and others of equal experience and maturity, will find in this school opportunity for the thorough study of higher Pedagogy.

The University appropriately marks the successful completion of required work by the conferment of the degrees of Master and Doctor of Pedagogy.

## LOCATION.

The School of Pedagogy is in the new University Building, Washington Square, East, New York City. The entrance to the rooms of the School is at the north end of the building, on Waverly Place.

## FACILITIES FOR INSTRUCTION.

The School of Pedagogy occupies space specially provided for it in the erection of the new University Building on Washington Square, East, where the work of New York University has been carried on for nearly seventy years. Provision is made for the library spoken of below, the office of the Dean, the Psychological Laboratory, the recitation-rooms, and the cloak-rooms for men and women respectively. The greatest care has been taken in securing the best light and ventilation. The outlook from the windows commands a view of a large part of the metropolis and the neighboring cities of New Jersey. The building is made the headquarters of several organizations of teachers—the Society of Pedagogical Research, the New York University Society of Child Study, the Alumni Association of Doctors of Pedagogy, the Suburban Council of Education, and the Society for the Comparative Study of Pedagogy. The presence of the University Law School, and of certain parts of the University Graduate School in the same building, tend to make the surroundings of the school more strictly academic. The University stairways and elevators have been reserved exclusively for the use of these schools.

## LIBRARIES.

The School of Pedagogy has a large and well-equipped library, to which the latest pedagogical works are being constantly added.

The Astor Library, 283,000 volumes, is within three minutes' walk of the University Building. The Library of the Academy of Medicine contains among its large collection many valuable books necessary in pedagogical study and research, and to be found in no other library of the city. These great libraries are open free to all students of the School.

## MATRICULATION.

(a) Graduates of recognized Colleges of Arts and Science are matriculated on presentation of their diplomas.

(b) Graduates of State Normal Schools, higher course, and of certain approved institutions of high standing may be matriculated.

Students applying for matriculation under clause (b) must present with their application a detailed statement of their academic and professional training.

## SPECIAL STUDENTS.

In addition to those who are matriculated, a second class of students may be enrolled. To this class may be admitted all such as commend themselves to the Faculty as prepared to receive benefit from the lectures, but such students can not be candidates for a degree. They may attend the lectures and seminars as the Faculty may direct, upon payment of the regular fee for *each course* attended, and are entitled to receive a certificate from the professor in charge for the work which they may successfully accomplish.

## DIRECTIONS FOR REGISTRATION.

Students wishing to enroll in the School of Pedagogy will obtain an enrollment card from the Registrar, which must be presented to each professor, whose courses are elected, for his signature. This card must then be taken to the Secretary of the Faculty and a registration blank filled out.

Students should reach New York several days before the opening of the School, in order to place themselves comfortably before the lectures begin.

The formal opening of the School will be held on Wednesday, September 27, at 4.30 P.M., at which all students are expected to be present.

The Dean will be at his office on and after September 23d

from 10 A.M to 5 P.M., to meet entering students and to consult with them in regard to the election of courses.

Applicants for admission to the School will address

PROFESSOR EDWARD R. SHAW, PH.D.,

*Dean of the Faculty of Pedagogy,*

University Building, Washington Square,

New York City.

## FEEES.

An enrollment fee of \$5 is payable upon the selection of courses and the filling out of the enrollment blank; but this sum is refunded to the student upon payment of the fee for instruction.

The fee for instruction is \$20 for the year in each Major course, \$12 for the year in each Minor course of two hours a week, \$10 for each Minor course of one hour a week and \$5 for each seminar course of half a year, payable before the 1st day of December. All fees are to be paid to the Registrar of the University, and no registration is complete until the payment of the required fee is made.

## LIVING EXPENSES.

Students can obtain good board, including room, for \$6 and upward per week, at a convenient distance from the University Building.

Inquiries with reference to board may be sent to Mrs. J. Lowrie Bell, Chairman of Home Committee, School of Pedagogy, Washington Square, New York City.

## SCHOLARSHIPS.

THE LOUISE HENRIETTE LECLERE SCHOLARSHIP of \$2,500. founded December 20, 1890, through the efforts of the Women's Advisory Committee, by pupils of the teacher whose name it bears.

THE JAY GOULD SCHOLARSHIP of \$5,000, founded in 1894 by Miss Helen Miller Gould, and increased from \$2,000 to \$5,000 in 1895.

THE JAMES BUELL SCHOLARSHIP of \$2,000, founded in 1895 by Mrs. Martha Buell Munn.

THE HITCHCOCK SCHOLARSHIP of \$2,000, founded in 1895 by Mrs. Welcome G. Hitchcock.

THE HELEN DAY GOULD SCHOLARSHIPS, two of \$5,000 each, in memory of the late Mrs. Helen Day Miller, wife of the late Mr. Jay Gould, founded in 1895 by her daughter, Miss Helen Miller Gould.

THE WESTERN SCHOLARSHIP of \$5,000, and THE SOUTHWESTERN SCHOLARSHIP of \$5,000, founded in 1895, in memory of the late Mr. Jay Gould, by his daughter, Miss Helen Miller Gould.

The Western Scholarship is open to teachers along the line of the Missouri Pacific and Iron Mountain railways; the Southwestern Scholarship to teachers along the line of the Texas and Pacific, St. Louis Southwestern, and the International and Great Northern railways.

THE NORTHPROP SCHOLARSHIP of \$4,000, founded in 1895 by Miss Ida Northrop.

FIVE TEMPORARY SCHOLARSHIPS, yielding the entire cost to the student of tuition for one year.

Each of the \$5,000 scholarships is intended to yield to the holder \$250 a year; the \$4,000 scholarship, \$200 a year. Each of the other scholarships yields to the holder of the same the cost of tuition for one year. Candidates for any one of these scholarships should send their applications, accompanied by letters of recommendation and other evidences of their ability to pursue successfully the courses of instruction chosen, to the Chancellor of the University not later than September 10.

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Boards of Trustees and Superintendents of schools desiring information concerning teachers well equipped in Pedagogy and cognate subjects for colleges, normal schools, training schools, or principals and supervisors for public schools, are invited to communicate with the Dean.

## OUTLINE OF INSTRUCTION.

Instruction is offered in four Major and nine Minor courses, divided as follows: Major, I, II, III, and XI; Minor, IV, V, VI, VII, VIII, IX, X, XII, and XIII.

### SELECTION OF COURSES.

Course II, Physiological and Experimental Psychology, should, if possible, be completed before Course III, Analytical Psychology, is begun.

Course VI, Elements of Pedagogy, is preparatory to course XI, Institutes of Pedagogy. Courses I, II, and III, namely, History of Education, Physiological and Experimental Psychology, and Analytical Psychology, must be completed before entering upon the work of Course XI, Institutes of Pedagogy.

When special circumstances make such procedure advisable, a student may be permitted, with the approval of the Faculty, to select courses from the subjects of the First and the Second year, in part from each.

### FIRST YEAR.

#### I. HISTORY OF EDUCATION.

This course aims to give a complete survey of the history of education as related to social ideals and conditions and to the progress of philosophic thought. It deals not only with pedagogical theory, but it also treats of the provisions actually made for the education of the children and youth, and of the methods of instruction employed.

The course begins with a brief account of the early oriental civilizations and of the intellectual attainments of the early



historic nations. It passes then to the history of Greek and Roman education, which is introduced by a résumé of the social organization and of the social and moral progress of Greece and Rome.

The changes in moral ideals, in the estimation of moral values, and in educational aims, which resulted from the introduction of Christianity are next discussed as an introduction to the history of education in the first centuries of the Christian era.

The general characteristics of the Dark Ages, following the migration and settlement of the Germanic tribes, are pointed out and the educational reforms of Charlemagne, Alcuin, and Alfred the Great are reviewed.

The history of education in the Middle Ages, includes an account of Scholasticism and of the leading Scholastics, of the influence of Mohammedanism, and of the rise and early history of the medieval universities.

The rise of Humanism, the spread of Humanism in the schools and universities, the effect of the Reformation on education, the work of the Jesuits and of other teaching societies, with an account of the chief educators and educational writers of the period, form the first division in the history of modern European education.

This is followed by an account of the progress of philosophic thought in the seventeenth and eighteenth centuries, the development of philosophic theories of society and of education, and the consequent changes in organization and method. The relation of educational theory, and of proposed or attempted educational reforms, to social conditions and needs is especially emphasized.

The increased interest of the State in the education of children at the end of the eighteenth, and at the beginning of the nineteenth century, forms the introduction to another important division of the history. Here national interests begin to differentiate educational aims and organization. From this time the course proceeds mainly on the lines of national development, excepting where some reformer or educational writer affects the progress of pedagogy beyond the lines of international boundaries.

Professor Weir.

4 hours a week.

## II. PHYSIOLOGICAL AND EXPERIMENTAL PSYCHOLOGY.

The course opens with a study of the physiological conditions of mental life. First, the structure and functions of the central nervous system are treated with special attention to the interdependence of the various centers and to the general principles of organized activity. The peripheral nervous system is then taken up in connection with the classification of the sensations and a critical discussion of the hypotheses which attempt to explain the relation between sensation qualities and their physical conditions.

Sensation intensities, the psycho-physical methods, and Weber's law constitute the topics of study in the second part of the course. These are followed by experiments on the feelings, and a discussion of the elementary character and subjective relations of the feelings.

Percepts, as the simplest forms of mental activity, are subjected to a thorough analysis. The spatial and temporal attributes of these percepts are treated experimentally and the general principles of mental activity thus discovered are discussed with reference to their relation to the higher mental processes.

The methods applicable to the investigation of the higher mental processes are taken up and the results of the work already carried out by means of these methods reviewed. Such methods are those dealing with the duration of mental processes, *i.e.*, reaction time experiments, those depending on the completeness of the processes, *i.e.*, memory methods, methods for the study of habit, fatigue, attention, degree of mental development, etc., statistical methods and the methods of treating the problems of social psychology.

The course consists of lectures, demonstration, and laboratory exercises. The aim is to enable the student to deal critically with the results of investigations reported in current psychological and pedagogical literature, to carry on original researches in these lines, and to recognize the possible scope of such experimental researches and their applications. To this end the laboratory is opened to the class for frequent exercises. Selected experiments are performed by the students and the results recorded in laboratory books.

The psychological laboratory occupies four rooms, and is supplied with the apparatus necessary for the course described. It is also equipped with special apparatus for the investigation of questions which have a direct bearing on pedagogical problems.

Professor Judd.

4 hours a week.

### III. ANALYTICAL PSYCHOLOGY.

This course undertakes a thorough and systematic study of the functions and phenomena of consciousness from the scientific point of view, with the specific aim of giving the student a working conception of the human mind, derived from the results of introspective and experimental investigations. The nature of psychological science and its methods, the ascertainment of the elements of consciousness by a thorough analysis, and an explanation of the laws controlling the various forms of mental development, constitute the topical outlines of study.

The conclusions of psychological science are given a general, historical, and philosophical interpretation in one direction, and a special, practical, and theoretical application to pedagogy in the other. The conception and the problems of education and the training of the human individual are constantly regarded in the light of the facts of psychological development as supplying the data for their solution. The latter part of the course deals synthetically with the psychical elements involved in the pursuit of studies, and attempts to determine, with the aid of genetic interpretations, the relative culture values of the typical contents of the curriculum as summarizing human development.

The lectures, one hour weekly, proceed upon the basis of some treatise on psychology, selected as a suitable text at the beginning of the year, and are supplemented in the three remaining hours by a critical comparison of the views of the leading modern authorities. Each student is expected to select some psychologist and to be responsible for a presentation of the views of that author, in the class. The discussions are also aided by papers on various themes written by members of the class, and by reports from the periodical contributions to psychological literature.

Professor Buchner.

4 hours a week.

## IV. HISTORY OF PHILOSOPHY.

A brief historical survey and critical exposition of the principal conceptions and problems of philosophy for the purpose of acquainting the student with the development of philosophical thought and its relation to the progress of culture in general, and of educational theory and practice in particular.

Professor Weir.

2 hours a week.

## V. PHYSIOLOGICAL PEDAGOGICS—THE RELATION OF MEDICINE TO PEDAGOGY.

Anatomy and physiology of the digestive and excretive tissues; the neuro-muscular system. The physiology of growth and development, and its relation to the education of children and adolescents. The nature and effects of physical training. Fatigue and its manifestations. Anthropometrical measurements. Tendencies to special diseases—inherited and acquired. The diseases of mal-nutrition. Postures. Deformities caused at school. The nervous diseases of development. Training of the mentally deficient. Diseases of the eye and ear, with tests to ascertain defects of vision and hearing. Infectious diseases, their nature and propagation. Means of preventing disease. Disinfection. School hygiene, sanitation, etc. In this course the physiological side of child study is emphasized.

Dr. Haney.

2 hours a week.

## \* VI. ELEMENTS OF PEDAGOGY.

This course begins with a discussion of the principles of teaching which should be employed in order to make the fullest appeal to the self-activity of the child, and then points out the application of these principles in the teaching of subjects in the elementary school. The orderly and pedagogical steps to be followed in teaching Arithmetic, Reading, Spelling, Writing, Form, Geometry, Geography, Drawing, Nature Study, History, Literature, Physiology, and Manual Work are presented. The co-ordination of these subjects is considered, and the interrelation of the different groups of studies, as well as the interrelation of the studies of the same group,

are definitely traced. Students in this course are required to make observation in the School of Application, as well as in other schools, and to give frequent lessons. The plans and presentation of these lessons are fully and freely discussed in order to develop the inventive, directive, and critical powers of the student.

The course is planned in order to give those intending to become principals of training-schools, teachers of method, and critic teachers the most extended opportunity for equipment for work in those fields of teaching.

Professor Shaw.

2 hours a week.

## SECOND YEAR.

### \*VII. COMPARATIVE STUDY OF NATIONAL SCHOOL SYSTEMS.

Historical and descriptive study of the national systems of education of Germany, France, and England, with reference to the social, political, and ecclesiastical conditions of those countries. The principal topics considered are: The relation of Church and State to the problem of popular education. School administration and supervision. The training and status of teachers. Character and scope of elementary education. Recent reforms in secondary education. Education of women. Technical, commercial, and industrial education. Higher education.

The work is carried on by lectures, supplemented by independent investigations on the part of the students. Each member of the class is expected either to investigate the school system of some country not mentioned above, or to make a careful comparative study of some special topic with reference to the three countries mentioned above.

As the comparison between American and foreign educational conditions and problems is kept in view throughout the course, the students should be familiar with the general state of education in this country.

(This course is omitted in 1899-1900.)

Dr. Monteser.

1 hour a week.



### \* VIII. ÆSTHETICS IN RELATION TO EDUCATION.

The instruction in this course is carried forward in a three-fold way: the first part presents the physiological and psychological elements and conditions for the development of the æsthetical feelings and judgments; the second part gives an historical survey of the more important æsthetical theories; the concluding lectures consider the relation of æsthetical development and of art to education and its problems.

(This course is omitted in 1899-1900.)

Professor Buchner.

1 hour a week.

### \* IX. SOCIOLOGY IN RELATION TO EDUCATION.

The aim of this course is to lead the student to view society as a vast and complex organism, to study in a general way its structure and functions, and to see the relation of education to the other great divisions of social activity.

Some of the chief topics treated are: The need of a social science, especially from the teacher's point of view. Preparation for such a science. The school a social institution. The organic concept of society. In what sense may the school be called an organism? The family as the primary social group, its history, functions, and pathology. Social aggregates. Structural significance of the public school system. The school as a social communicating apparatus. Its relation with the other communicating channels, as the press, public platform, etc. Social psychology. Social reforms. Care of the abnormal, dependent, and delinquent classes, with special reference to the treatment of children.

Throughout the course the observation of the student's own social environment is stimulated, and history, as well as current events, is largely drawn upon for illustrations, with a view to giving the student a clear and concrete grasp of the fundamental principles of the science.

Dr. Montser.

1 hour a week.

### \* X. GENETIC PSYCHOLOGY.

This course aims to present the methods and results of psychological study of animals, primitive races, and children.



The principles of development to be discovered by such a comparative treatment will not be directly applicable to the child as a part of a social organization, but it is believed that the study will be freed from many of the embarrassing complications which attend the effort to derive genetic principles from a study of the child in a highly developed social environment.

Professor Judd.

1 hour a week.

## XI. INSTITUTES OF PEDAGOGY.

This course is comprised under the following heads: 1. An examination of the commonly accepted principles and maxims of education to determine their scope and limitations. 2. A critical examination of De Garmo's "Essentials of Method," with extended studies growing out of this—viz., the "Logic of Sense Perception," by Dr. William T. Harris, Lange's "Apperception," etc. 3. Motor education; its correlation with the various branches of study. 4. The education values of the different subjects of study, and to what degree these values depend upon mode of presentation. 5. The correlation, co-ordination, and concentration of studies. 6. Interest and its criteria. 7. A critical examination of methods of obtaining and collating data in child study. 8. Adolescence. 9. The heuristic method. 10. Derived principles of method. 13. Application of these in the teaching of subjects in elementary and secondary schools, with required presentation of lessons for criticism and discussion. 14. The literature of systematic pedagogy.

During the year students will visit certain schools of high rank in New York City and vicinity for observation and study.

The work in this course will be by lectures and seminary discussion. Opportunity will be afforded for special study of the teaching of a chosen subject.

Professor Shaw.

4 hours a week.

## XII. ETHICS.

Theoretical ethics, including a comparative study of recent ethical writers in order to reach by the critical method a sound and philosophical ethical position, to induce the habit of reflection, and to develop critical insight.

The course includes a discussion of the ethical aim in education, both as to its importance and its proper direction.

Professor Weir.

1 hour a week.

### XIII. SCHOOL ORGANIZATION, MANAGEMENT, AND ADMINISTRATION.

1. School buildings, grounds, lighting, heating, ventilation, furniture, sanitation, apparatus, and equipment, discussed with reference to the best standards and the reasons which determine these. The practical application of these standards. Students will be required to make tests of ventilation in certain accessible schools, determining by means of the anemometer the number of cubic feet of air entering the room per minute for each pupil, the number of cubic feet passing out, the temperature and humidity of the air of the room, the impurity as denoted by the proportionate amount of carbonic acid gas present.

2. A study of the course of instruction, methods of teaching, working directions, grading, management, and administration of a system of schools. The study will be made by visits of observation, by written reports, and by discussions.

Many towns and small cities lie close to New York, affording favorable opportunities for this study.

Professor Shaw.

1 hour a week.

### SEMINARIES.

In this group, courses are offered which are designed to afford graduates who wish to continue their studies, and other specially qualified students, an opportunity for making original historical or scientific researches. Subjects of special interest and value, varying from year to year, will be investigated in weekly conferences, in which the instructor and students alike assume the attitude of investigators in the respective courses. The selection of these topics will depend in part upon the interests of the students desiring to do such special work, and will be determined in part by the trend of educational thought. Admission to these courses, which are not specifically credited in making up the requirements for a degree, is determined by

a special vote of the Faculty. In any case where the number of students is small, a seminary may be withdrawn upon the option of the instructor in charge.

The following seminaries are announced for 1899-1900:

XIV. Sources of the History of Education in the United States.

Professor Weir. January to May.

XV. A Critical Study of Kindergarten Activities.

Professor Shaw. October to January.

XVI. Research Course in Experimental Psychology.

Professor Judd. October to May.

## EXAMINATIONS.

The annual examinations are held during the month of May. The examinations are written, and last from three to four hours, according to the subject.

## THESIS FOR THE DOCTORATE.

For the degree of Doctor of Pedagogy, a Thesis, to be known as the "Thesis for the Doctorate in Pedagogy," shall be delivered to the Secretary of the Faculty *not later than April 1* preceding the Commencement at which the conferment of the degree is sought. The subject for this Thesis must be presented to the Faculty for its approval, before the third Saturday of October of the same academical year. This Thesis must show original treatment, or give evidence of independent research. The Thesis must include an analytical table of contents and a bibliography of the subject, and must be arranged according to a pattern to be seen in the School of Pedagogy Library.

## DEGREES.

### DOCTOR OF PEDAGOGY.

The degree of Doctor of Pedagogy will be conferred upon a student who has met the following conditions:

I. He must have been credited with attendance upon the required lectures and seminaries.

II. He must have successfully completed the four Major and five of the Minor courses. The Minor courses marked with an asterisk (\*) are elective; the student is required to choose one of these in making up his list of Minor courses.

III. He must have presented the prescribed thesis, and have received approval of the same.

IV. He must either have presented a certificate showing three years' successful experience in schoolroom work, or he must have taught two years under the direction of the Faculty, and with such success as to receive its approval.

V. He must have paid the required fees.

#### MASTER OF PEDAGOGY.

The degree of Master of Pedagogy will be conferred upon a student who has met the following conditions:

I. He must have been credited with attendance upon the required lectures and seminars.

II. He must have successfully completed five courses, three of which must be Major courses.

III. He must either have presented a certificate showing two years' successful experience in teaching, or he must have taught one year under the direction of the Faculty, and with such success as to receive its approval.

IV. He must have paid the required fees.

## SCHEDULE OF LECTURES AND SEMINARIES, 1899-1900

HOURS	2.45—3.45	3.45—4.45	4.45—5.45
Monday .....	II. Experimental Psychology. Section A.	III. Analytical Psychology.	I. History of Education. II. Experimental Psychology. Section B. <i>XI. Institutes of Pedagogy.</i>
Tuesday.....	II. Experimental Psychology. Section A.	IV. History of Philosophy. <i>VII. Aesthetics.</i>	I. History of Education. II. Experimental Psychology. Section B. <i>XI. Institutes of Pedagogy.</i>
Wednesday.....	II. Experimental Psychology. Section A.	III. Analytical Psychology.	I. History of Education. II. Experimental Psychology. Section B. <i>XI. Institutes of Pedagogy.</i>
Thursday.....	II. Experimental Psychology. Section A.	IV. History of Philosophy. <i>XI. Institutes of Pedagogy.</i>	VI. Elements of Pedagogy.
Friday.....		III. Analytical Psychology.	I. History of Education. <i>VII. Comparative Study of School Systems.</i>
HOURS	9.15—10.15	10.15—11.15	11.15—12.15
Saturday.....	XIII. <i>School Organization.</i> V. Physiological Pedagogics.	III. Analytical Psychology. XII. <i>Ethics.</i> X. <i>Genetic Psychology</i>	II. Experimental Psychology. Section B. VI. Elements of Pedagogy. IX. <i>Sociology.</i>

Second year courses are printed in italics.

## DEGREES CONFERRED, 1898.

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### DOCTORS OF PEDAGOGY.

Boris Bogen.....	<i>New York City</i>
Jane Connell.....	<i>Lancaster, O.</i>
John James Jenkins.....	<i>Corona, L. I.</i>
Henry Augustus Kelly.....	<i>New York City</i>
Frederic William Mar.....	<i>Richmond Hill, L. I.</i>
Lafayette Talbot.....	<i>Hoboken, N. J.</i>

### MASTERS OF PEDAGOGY.

Frances Adler.....	<i>New York City</i>
William Frederic Babcock.....	<i>New York City</i>
Jessica Elizabeth Beers.....	<i>Buffalo, N. Y.</i>
William Boylan.....	<i>New York City</i>
James Burt Thomas Demarest.....	<i>New York City</i>
Bernard Joseph Devlin.....	<i>New York City</i>
Mary Lucine Farley.....	<i>New York City</i>
Robert James Frost.....	<i>New York City</i>
Charles Canon Holden.....	<i>New York City</i>
Asher Johnson Jacoby.....	<i>Marbleboro, Mass.</i>
George Elmer Johnson.....	<i>Benton City, Mo.</i>
George Kintner.....	<i>Carlstadt, N. J.</i>
Emma Gertrude Leake.....	<i>Cañon City, Col.</i>
Mary Agnes McCarthy.....	<i>New York City</i>
Frederick Hermance Mead.....	<i>Marlboro, N. Y.</i>
Ellen Theresa O'Brien.....	<i>New York City</i>
Mary Thayer Patterson.....	<i>Elizabeth, N. J.</i>
Henry Hull Plough.....	<i>New York City</i>
Oswald Schlockow.....	<i>New York City</i>
Waite Almon Shoemaker.....	<i>St. Cloud, Minn.</i>
Silas Carmi Wheat.....	<i>Brooklyn, N. Y.</i>



## ROLL OF STUDENTS.

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Margaret Kate Acker,	<i>Poughkeepsie, N. Y.</i>
Vassar College, A.B., 1895.	
Cecile Adler,	<i>New York City</i>
New York City Normal College, 1883.	
Frances Adler,	<i>New York City</i>
New York City Normal College, 1879;	
New York University, Pd.M., 1898.	
Martha Adler,	<i>New York City</i>
New York City Normal College, A.B., 1894.	
Irene May Aitken,	<i>Brooklyn, N. Y.</i>
New York City Normal College, 1886.	
Margaret Aitken,	<i>Johnstown, N. Y.</i>
State Normal College, Albany, N. Y., 1895.	
* Henry Florence Albro,	<i>Kreischville, N. Y.</i>
New York University, LL.B., 1893.	
Annie Elizabeth Archbold,	<i>New York City</i>
New York City Normal College, 1884.	
* Charles Henry Armstrong,	<i>New York City</i>
Samuel Ayers,	<i>New York City</i>
New York University, M.D., 1867.	
Charles Montgomery Babcock,	<i>New York City</i>
State Normal School, Albany, N. Y., 1886.	
William Frederick Babcock,	<i>Paterson, N. J.</i>
State Normal School, Bridgewater, Mass., 1894;	
New York University, Pd.M., 1898.	
Margaret Ellen Bacon,	<i>New York City</i>
New York City Normal College, 1881.	
Elizabeth Wendell Bartlett,	<i>New York City</i>
New York City Normal College, 1888.	
Lottie Barwick,	<i>New York City</i>
New York City Normal College, 1892.	

- Emma Anna Batterman, *New York City*  
 New York City Normal College, 1880.
- Elizabeth Dancy Battle, *Tarboro, N. C.*  
 Anna Bauer, *New York City*  
 Normal College, Hanover, Germany, 1877.
- \* Mary Beale, *Castleton Corners, N. Y.*  
 State Normal School, Brockport, 1879.
- Ada Louie Becker, *New York City*  
 New York City Normal College, 1888.
- Mary Catherine Bergen, *New York City*  
 New York City Normal College, 1876.
- May Isobel Parker Bessey, *Brooklyn, N. Y.*  
 New York University, Pd.M., 1891.
- Aimie Eve Bigelow, *New York City*  
 New York City Normal College, 1878.
- Leander Bartlett Bigelow, *New York City*  
 Cooper Institute, B.S., 1888.
- Agnes Milliken Blakely, *East Orange, N. J.*  
 Albany State Normal College, 1892.
- Lucy May Blazier, *New York City*  
 New York City Normal College, 1898.
- Lucy Ripley Bliss, *Brooklyn, N. Y.*  
 Bucknell University, M.A., 1895.
- Ida Bolles, *New York City*  
 New York City Normal College, 1897.
- Grace Bowtell, *Brooklyn, N. Y.*  
 New York City Normal College, 1887.
- Mary Edna Boyle, *New York City*  
 New York City Normal College, 1881.
- Margaret Maria Boyle, *New York City*  
 New York City Normal College, 1878.
- Thomas James Boyle, *New York City*  
 New York University, LL.B., 1891.
- \* Kate Agnes Breslin, *New York City*  
 Margaret Abernethy Brewer, *Oakland, Cal.*  
 Harriet Hays Brodhead, *New York City*  
 New York City Normal College, 1878.
- Susan Emma Brodhead, *New York City*  
 New York City Normal College, 1877.

- Bertha Rebecca Brody, *New York City*  
 New York City Normal College, 1897.
- \* Cora Flint Brome, *New Hampton, N. Y.*  
 State Normal School, Albany, N. Y., 1888.
- Ellen Josephine Brosman, *New York City*  
 New York City Normal College, 1891.
- John E. Brown, *New York City*  
 University of Rochester, A.B., A.M., 1881.
- Winifred Mary Burke, *New York City*  
 New York City Normal College, 1892.
- Florence Agard Burlingame, *Clinton, Minn.*  
 State Normal School, St. Cloud, Minn., 1896.
- \* Janet Curr Burnett, *New York City*  
 Joseph Scribner Burns, *Brooklyn, N. Y.*  
 Yale College, A.B., 1868; A.M., 1872.
- Olinda Anne Camp, *New York City*  
 New York City Normal College, 1887.
- Mary J. Cantrell, *New York City*  
 New York City Normal College, 1878.
- James Thomas Carey, *New York City*  
 Manhattan College, A.B., 1873; A.M., 1878.
- Gustave Adolph Carls, *New York City*  
 College of the City of New York, B.S., 1884.
- Edward Peter Carroll, *New York City*  
 College of the City of New York, B.S., 1881.
- Katharine Loretta Cassin, *New York City*  
 New York City Normal College, 1892.
- Peter Bernard Cavanagh, *New York City*  
 St. Francis Xavier College, A.B., 1889.
- Emerson Gilbert Clark, *New York City*  
 Union College, B.A., 1876; A.M., 1879.
- John King Clark, *New York City*  
 Agnes Clift, *Long Island City*  
 New York City Normal College, 1875.
- \* Margaret Cody, *New York City*  
 Margaret Elizabeth Cody, *New York City*  
 New York City Normal College, 1876.
- Alice May Colgrove, *St. Cloud, Minn.*  
 State Normal School, St. Cloud, Minn., 1895.

- Pitt Payson Colgrove, *St. Cloud, Minn.*  
State Normal School, St. Cloud, Minn., 1893.
- Mary Anna Conlon, *New Rochelle, N. Y.*  
New York City Normal College, 1888.
- Adeline Clara Coorsen, *New York City*  
New York City Normal College, A.B., 1897.
- Agnes Cronin, *New York City*  
New York City Normal College, 1891.
- Bernard Cronson, *New York City*  
College of the City of New York, A.B., 1884.
- Margaret Crownshield, *Columbia, Pa.*  
Wellesley College, B.S., 1887;  
New York University, Pd.M., 1896.
- Hattie Louise Cudlipp, *New York City*  
New York City Normal College, 1874.
- Mary Margaret Cummings, *New York City*  
New York City Normal College, 1877.
- Annie Elizabeth Cunningham, *New York City*  
New York City Normal College, 1881.
- Margaret Magdalen Dahlbender, *New York City*  
New York City Normal College, 1890.
- Edwin Augustus Daniels, *New York City*  
Dartmouth College, A.B., 1871; A.M., 1882.
- Anna Davidson, *New York City*  
New York City Normal College, 1879.
- Isabel Davidson, *New York City*  
New York City Normal College, 1880.
- Margaret Maria Dean, *New York City*  
New York City Normal College, 1877.
- James Burt Thomas Demarest, *New York City*  
New York University, Pd.M., 1898.
- John Joseph Dempsey, *New York City*
- Isabella Dennis, *New York City*  
New York City Normal College, 1883.
- Anna Augusta DeVinné, *New York City*  
New York City Normal College, 1879.
- Bernard Joseph Devlin, *New York City*  
College of the City of New York, A.B., 1888;  
St. Francis Xavier, M.A., 1893;  
New York University, Pd.M., 1898.

- Mary Haverty Dobson, *New Brighton, N. Y.*  
 New York City Normal College, 1872.
- Mary Cuddihy Donohue, *New York City*  
 New York City Normal College, 1887.
- Serena Dorn, *New York City*  
 New York City Normal College, 1879.
- Marianna Dowe, *New York City*  
 New York City Normal College, 1881.
- Lizzie Isabelle Dowling, *New York City*  
 New York City Normal College, 1886.
- Anne Hackett Duffy, *New York City*  
 New York City Normal College, 1896.
- Lucy Agatha Duffy, *New York City*  
 New York City Normal College, 1897.
- John Dwyer, *New York City*  
 State Normal School, Albany, N. Y., 1879;  
 New York University, Pd.M., 1897.
- Daniel Thomas Edwards, *Durham, N. C.*  
 Trinity College, A.B., 1892.
- \* Sarah Eliza Eldridge, *Port Richmond, N. Y.*
- \* Edith Claypoole Ewing, *New York City*
- \* Anne Jane Farley, *New York City*
- Henry Melvin Farrell, *New York City*  
 College of the City of New York, A.B., 1861.
- Ella Agnes Finney, *New York City*  
 New York City Normal College, 1874.
- Rachel Fischgrund, *Brooklyn, N. Y.*  
 New York City Normal College, 1895.
- Abram Fischlowitz, *New York City*  
 College of the City of New York, B.S., 1890;  
 New York University, C.E., 1895.
- Mary J. Hussey FitzSimons, *New York City*  
 New York City Normal College, 1887.
- Bella Emily Fox, *New York City*  
 New York City Normal College, 1888.
- Cecilia Agnes Francis, *New York City*  
 New York City Normal College, 1880.
- Lilah DeGarmo Frey, *New York City*  
 New York City Normal College, 1888.

- Samuel Friedman, *New York City*  
 College of the City of New York, 1889;  
 New York University Law School, LL.B., 1895.
- Harry Dubois Frisbee, *New York City*  
 College of the City of New York, A.B., 1891;  
 Columbia University, E.E., 1894.
- Hermiè Frances Frost, *New York City*  
 New York City Normal College, 1898.
- Carrie Josephine Gaddis, *New York City*  
 New York City Normal College, 1889.
- Edith Gage, *New York City*  
 New York City Normal College, 1895.
- Marian Howland Gartlan, *New York City*  
 New York City Normal College, 1879.
- Christina Gautier, *Jamaica, N. Y.*
- Nellie Geraty, *New York City*  
 New York City Normal College, 1884.
- \* Emma Catherine Gibson, *New York City*
- Joseph Gill, *New York City*  
 College of the City of New York, B.A., 1883.
- Caroline Rose Gipner, *New York City*  
 New York City Normal College, 1887.
- Katherine Agnes Godfrey, *New York City*  
 New York City Normal College, 1883.
- Pauline Goerlick, *Stapleton, N. Y.*  
 New York City Normal College, 1886.
- Sara Goldie, *New York City*  
 New York City Normal College, 1879.
- George Gombarts, *New York City*  
 College of the City of New York, B.A., 1897.
- Henry H. Reynolds Goodrich, *New York City*
- Arthur Treat Gorton, *Yonkers, N. Y.*  
 New York University, B.S., 1891.
- Julia Adelaide Green, *Long Island City*
- Margaretta Greene, *Arlington, N. J.*  
 New York City Normal College, 1887.
- Mary Jane Greene, *Arlington, N. J.*  
 New York City Normal College, 1881.



- Sarah Greer, *New York City*  
 New York City Normal College, 1877.
- Mary Elizabeth Guirey, *Chicago, Ill.*  
 Cook County Normal School, 1877;  
 New York University, Pd.M., 1897.
- \* Adelaide Haight, *New York City*  
 Elizabeth Moodie Hamilton, *Montclair, N. J.*  
 New York City Normal College, 1876.
- Katherine Hargrove, *New York City*  
 New York City Normal College, 1890.
- Kate Brownlee Harrington, *Port Richmond, N. Y.*  
 State Normal School, Albany, N. Y., 1887.
- Theresa Harris, *New York City*  
 New York City Normal College, 1895.
- \* Andrew Henri Hart, *New York City*  
 Elizabeth Haverty, *New Brighton, N. Y.*  
 New York City Normal College, 1880.
- Rosalie Heggi, *New York City*  
 New York City Normal College, 1879.
- Annie Elise Helck, *New York City*  
 New York City Normal College, 1890.
- Catherine Helion, *New York City*  
 New York City Normal College, 1887.
- Phil Harold Hembdt, *Carmel, N. Y.*  
 Cortland State Normal School, 1896.
- Hebe Adele Herriet, *New York City*  
 New York City Normal College, 1876.
- Emma Hertel, *Brooklyn, N. Y.*  
 New York City Normal College, 1888.
- Dorothea Caroline Hess, *New York City*  
 New York City Normal College, A.B., 1897.
- Catherine Regina Hickey, *Laurel Hill, N. Y.*  
 New York City Normal College, 1880.
- Hedwig W. D. Hilker, *New York City*  
 New York City Normal College, 1893.
- Elizabeth Josephine Hofer, *New York City*  
 New York City Normal College, 1877.
- Samuel Hoffman, *New York City*  
 College of the City of New York, A.B., 1896;  
 New York University Law School, LL.B., 1898.

- Charles Canon Holden, *New York City*  
 State Normal School, Brockport, N. Y., 1876;  
 New York University, Pd.M., 1898.
- Jane Forsythe Holly, *Brooklyn, N. Y.*  
 New York City Normal College, 1879.
- Anastasia Howe, *New York City*  
 New York City Normal College, 1878;  
 New York University, Pd.M., 1894.
- \* Charles DeForest Hoxie, *Yonkers, N. Y.*
- Lizzie Spear Hughes, *New York City*  
 New York City Normal College, 1878.
- Margaret Maria Hughes, *New York City*  
 New York City Normal College, 1876.
- Jean Carr Huston, *Corona, N. Y.*  
 New York University, Pd.M., 1895.
- Julius Hyman, *New York City*  
 College of the City of New York, B.A., 1894.
- Alice Jackson, *Englewood, N. J.*  
 Smith College, B.S., 1898.
- Alice Jackson, *New York City*  
 New York City Normal College, 1884.
- May Jackson, *New York City*  
 New York City Normal College, 1888.
- \* Lillian Jackson, *Long Island City*
- Spencer Parkman Jacobia, *New York City*
- Elizabeth Anne Jacobs, *New York City*  
 New York City Normal College, 1880.
- Lewis Jakobus, *New York City*  
 College of the City of New York, B.S., 1896.
- Charles Baring Jameson, *New York City*  
 College of the City of New York, A.B., 1896.
- \* Sarah Augusta Jayne, *New Brighton, N. Y.*  
 State Normal School, Oswego, N. Y., 1872.
- George Elmer Johnson, *Benton City, Mo.*  
 Central Normal College, Ind., B.A., 1895;  
 New York University, Pd.M., 1898.
- Hilma Amalia Johnson, *New York City*  
 New York City Normal College, 1874.

Marian Hastings Jones, Smith College, B.S., 1897.	<i>Hartford, Conn.</i>
Olivia Mary Jones, New York City Normal College, 1890.	<i>New York City</i>
Josephine Henriette Jost, New York City Normal College, 1894.	<i>New York City</i>
Jennie Clara Keene, Ella Keith, New York City Normal College, 1889.	<i>Brooklyn, N. Y.</i> <i>New York City</i>
Harriet Hopkins Keith, New York City Normal College, B.S., 1886; Pd.B., 1895.	<i>New York City</i>
Mary Agnes Kelly, New York City Normal College, 1879.	<i>New York City</i>
Lena Kemp, New York City Normal College, 1889.	<i>New York City</i>
* Kate Kennedy, State Normal School, Trenton, N. J., 1884.	<i>W. New Brighton, N. Y.</i>
Mary Stewart Kennedy,	<i>New York City</i>
* William Wallace Ker,	<i>Jersey City, N. J.</i>
Mary Josephine Kerby, New York City Normal College, 1880.	<i>New York City</i>
Sara Maria Kerr, New York City Normal College, 1883.	<i>New York City</i>
Mary Elizabeth Kerrigan, New York University, Pd.M., 1896.	<i>New York City</i>
George Kintner, State Normal School, Kutztown, Pa., 1884; New York University, Pd.M., 1898.	<i>Carlstadt, N. J.</i>
Edward Francis Kilcoin, State Normal College, Albany, N. Y., 1891.	<i>New York City</i>
Jennie Elizabeth Knipe, New York City Normal College, 1878.	<i>New York City</i>
Margaret Knox, New York City Normal College, 1885.	<i>New York City</i>
Mary Deane Knox, New York City Normal College, 1892.	<i>New York City</i>
Elise Wilhelmine Kornmann, New York City Normal College, 1891; New York University, Pd.M., 1895.	<i>New York City</i>

- William Adolph Kottman, *New York City*  
 College of the City of New York, B.S., 1886;  
 Columbia Law School, LL.B., 1889.
- Matilda Frances Krabs, *New York City*  
 New York City Normal College, 1894.
- Carrie Elizabeth Krowl, *New York City*  
 New York City Normal College, 1887.
- Sidonie Wilhelmine Krueger, *Mt. Vernon, N. Y.*  
 New York City Normal College, B.A., 1895.
- Julia Anna Lalor, *New York City*  
 New York City Normal College, 1891.
- Margaret Lange, *New York City*  
 New York City Normal College, 1889.
- Margaret Larney, *New York City*  
 New York City Normal College, 1898.
- Emma Elizabeth Lawrence, *Long Island City*  
 New York City Normal College, 1875.
- Mary Agnes Leahy, *New York City*  
 New York City Normal College, 1877.
- S. Marion Lenher, *Elizabeth, N. J.*  
 New York University, Pd.M., 1897.
- Minnie Bellefeuille Lente, *New York City*  
 New York City Normal College, 1889.
- Ellen Agnes Leo, *New York City*  
 New York City Normal College, 1886.
- Ordelia Amanda Lester, *Brooklyn, N. Y.*  
 State Normal School, Oswego, N. Y., 1873;  
 Cornell University, B.S., 1898.
- Eugenie Clementina Levie, *New York City*  
 New York City Normal College, 1876.
- Linda Leah Levy, *New York City*  
 New York City Normal College, 1897.
- \* Rose Lifshitz, *New York City*  
 State Normal School, Indiana, Pa., 1893.
- Ida Babette Lindheimer, *New York City*  
 New York City Normal College, 1875.
- \* Emma Elizabeth Locke, *Long Island City*  
 Margaret Jane Logue, *New York City*  
 New York City Normal College, 1886.

- Lizzie Adele Long, *New York City*  
 New York City Normal College, 1882.
- Minnie Margaret Lubben, *Brooklyn, N. Y.*  
 New York City Normal College, 1893.
- \* Agnes Teresa Lunny, *Flushing, N. Y.*  
 State Normal School, Albany, N. Y., 1889.
- Minnie Lutz, *New York City*  
 New York City Normal College, 1881.
- Mary Frances Maguire, *New York City*  
 New York City Normal College, 1886.
- Miriam Mahler, *New York City*  
 New York City Normal College, 1893.
- Mary Beatrice Mahoney, *New York City*  
 New York City Normal College, 1882.
- Elizabeth Eugénie Mallon, *New York City*  
 New York City Normal College, 1887.
- Jane Corbett Mammel, *Brooklyn, N. Y.*  
 New York City Normal College, 1885.
- Edward Mandel, *New York City*  
 College of the City of New York, A.B., 1888; M.A., 1891;  
 New York University, LL.M., 1893.
- Mary Emma Martin, *W. New Brighton, N. Y.*  
 New York City Normal College, 1894.
- Anna Imelda Mathews, *New York City*  
 New York City Normal College, 1894.
- \* Rose Mary Matthews, *New York City*
- \* Peter Francis May, *Greenpoint, N. Y.*
- Anna Veronica McCarthy, *New York City*  
 New York City Normal College, 1893.
- Kittie Fidelis McCarthy, *Brooklyn, N. Y.*  
 New York City Normal College, 1886.
- Mary Agnes McCarthy, *New York City*  
 New York City Normal College, 1886;  
 New York University, Pd.M., 1898.
- Jennie Veronica McClean, *Brooklyn, N. Y.*  
 New York City Normal College, 1884.
- Katharine Louise McCurry, *New York City*  
 New York City Normal College, 1894.

Kate McKee,	<i>New York City</i>
New York City Normal College, 1881.	
Sarah McLelland,	<i>New York City</i>
New York City Normal College, 1881.	
Mary Ann McManus,	<i>New York City</i>
New York City Normal College, 1879.	
Rose Matilda Adaline McManus,	<i>New York City</i>
New York City Normal College, 1892;	
New York University, Pd.M., 1896.	
Anna Augusta McNulty,	<i>New York City</i>
New York City Normal College, 1887.	
Isabella McWilliams,	<i>New York City</i>
New York City Normal College, B.A., 1892.	
Caroline Memmel,	<i>New York City</i>
New York City Normal College, 1878.	
Philip Mendel,	<i>New York City</i>
New York University College, class of 1899.	
Anna Maria Merritt,	<i>Port Richmond, N. Y.</i>
Virginia Fairfax Middleton,	<i>New York City</i>
New York City Normal College, 1883.	
* Katharine Brown Minor,	<i>Honesdale, Pa.</i>
Anna Marion Moeller,	<i>New York City</i>
New York City Normal College, 1880.	
Gwilym Sweeting Morgan,	<i>Mt. Vernon, N. Y.</i>
University of London, B.A., 1889.	
Laura Morrison,	<i>New York City</i>
New York City Normal College, 1876.	
Sarah Morrison,	<i>New York City</i>
New York City Normal College, 1878.	
Carol Morrow,	<i>South Orange, N. J.</i>
Smith College, A.B., 1898.	
Elizabeth Rose Mosbach,	<i>New York City</i>
New York City Normal College, 1883.	
Alfred William Mueser,	<i>New York City</i>
Teachers' Seminary, Moers, Germany, 1868.	
Mary Irene Muldoon,	<i>New York City</i>
New York City Normal College, 1894.	
Mary Loretta Murphy,	<i>New York City</i>
New York City Normal College, 1889.	



- Lizzie Ione Neale, *New York City*  
New York City Normal College, 1874.
- Oliver Shaw Newell, *New York City*  
L'Ecole Alsacienne, Paris, France, 1893.
- Hugo Newman, *New York City*  
College of the City of New York, B.S., 1885.
- Helena Theresa Newmann, *New York City*  
New York City Normal College, 1889.
- Kate Waters O'Brien, *New York City*  
New York City Normal College, 1887.
- Mary Janet Clancy O'Neil, *New York City*
- \* Melvin Charles Oppermann, *New York City*
- Harriet Sibley Paddock, *Astoria, N. Y.*  
State Normal College, Albany, N. Y., 1892.
- Mary Thayer Patterson, *Elizabeth, N. J.*  
State Normal School, Albany, N. Y., 1886;  
New York University, Pd.M., 1898.
- Maria Pendleton, *Brooklyn, N. Y.*  
State Normal School, Oswego, N. Y., 1876.
- Florence Isabel Perley, *New York City*  
New York City Normal College, 1878.
- Henrietta Pesseles, *New York City*  
New York City Normal College, 1891.
- Harry Nelson Pfeiffer, *Brooklyn, N. Y.*  
New York University College, class of 1899.
- Ellen Morgan Phillips, *New York City*  
New York City Normal College, 1890.
- Charles James Francis Pickett, *New York City*  
College of the City of New York, 1888.
- Lyman C. Pierce, *Yonkers, N. Y.*  
Syracuse University, A.B., 1888; A.M., 1892.
- Richard K. Piez, *Oswego, N. Y.*  
Baltimore Polytechnique Institute, 1887.
- Henry Hull Plough, *New York City*  
State Normal School, Albany, N. Y., 1880;  
New York University, Pd.M., 1898.
- Eleanor Douglass Plumb, *New York City*  
New York City Normal College, 1888.

- Laura Popper, *New York City*  
New York City Normal College, 1876.
- Lina Post, *Mariners' Harbor, N. Y.*  
New York City Normal College, 1884.
- Harriet Brewster Pray, *New York City*  
New York City Normal College, 1896.
- Sophie Augusta Pray, *New York City*  
New York City Normal College, 1895.
- Maud Ida Price, *Astoria, N. Y.*  
New York City Normal College, 1881.
- Frances Raftery, *New York City*  
New York City Normal College, 1895.
- \* Esle Fitz Randolph, *Great Kills, N. Y.*  
Agnes Genevieve Regan *New York City*  
New York City Normal College, 1897.
- Mary Anastatia Regan, *New York City*  
New York City Normal College, 1883.
- Joseph Remenitsky, *New York City*  
College of the City of New York, A.B., 1897.
- Eleanor Sinnus Renne, *New York City*  
New York City Normal College, 1889.
- Herbert Foster Reynolds, *Whitesville, N. Y.*  
Geneseo State Normal School, 1895.
- James Joseph Reynolds, *New York City*  
College of the City of New York, B.S., 1893.
- Peter Chapman Ritchie, *New York City*  
Abby Louise Roberts, *W. New Brighton*  
State Normal College, Albany, N. Y., 1890.
- William F. Robinson, *Elizabeth, N. J.*  
Loretto Marie Rochester, *Jersey City, N. J.*  
New York University, Pd.M., 1897.
- Christina Logan Roe, *New York City*  
Normal School, Toronto, Can., 1890.
- Louise Anna Roediger, *New York City*  
New York City Normal College, 1894.
- James C. Rogers, *Bradford, Ontario*  
Queens University, Kingston, Canada, B.A., 1888.
- Bertha Rosenthal, *New York City*  
New York City Normal College, B.A., 1893.

- \* Lillian Jane Ross, *Hopedale, Mass.*  
State Normal School, Framingham, Mass., 1897.
- Annie Louise Roy, *New York City*  
New York City Normal College, 1880.
- Annie Sophia Runnie, *Cyrus, Minn.*  
State Normal School, St. Cloud, Minn., 1895.
- \* Jennie Smith Samuel, *W. New Brighton, N. Y.*  
State Normal School, Trenton, N. J., 1884.
- Jerohn Joseph Savitz, *Boonton, N. J.*  
Illinois Wesleyan University, Ph.B., 1893; A.M., 1894.
- Henry Wisner Saxe, *Demarest, N. J.*  
State Normal School, Oswego, N. Y., 1893.
- \* Marggie Ellen Scanlan, *New York City*  
Amelia Schaller, *New York City*  
New York City Normal College, 1885.
- Oswald Schlockow, *New York City*  
College of the City of New York, B.S., 1894;  
New York University, Pd.M., 1898.
- Burt Philo Seelye, *New York City*  
Ellsworth Shafto, *Garfield, N. J.*  
State Normal School, Trenton, N. J., 1885.
- Catherine Sheehan, *Woodhaven, N. Y.*  
Provincial Normal School, Toronto, Ont., 1886.
- Albert Shiels, *Mt. Vernon, N. Y.*  
College of the City of New York, A.B., 1886.
- Waite Almon Shoemaker, *St. Cloud, Minn.*  
State Normal School, St. Cloud, Minn., 1881;  
New York University, Pd.M., 1898.
- Katharine Marie Short, *New York City*  
New York City Normal College, 1893.
- Elias Schoenberg Silberstein, *New York City*  
College of the City of New York, B.A., 1894.
- William Martin Simmons, *New York City*  
State Normal School, Albany, N. Y., 1889.
- Ellen Eliza Jane Simon, *Long Island City*
- \* Charles Frederick Simons, *Stapleton, N. Y.*
- Adeline Elizabeth Simpson, *New York City*  
New York City Normal College, 1889.

Frances Louisa Simpson, New York City Normal College, 1890.	<i>Long Island City</i>
Margaret Simpson, New York City Normal College, 1885.	<i>New York City</i>
Aimée Jane Sinclair, New York City Normal College, 1874.	<i>New York City</i>
Mary Ellen Sinnott, New York City Normal College, 1888.	<i>New York City</i>
Matilda Cruikshank Skene,	<i>Astoria, N. Y.</i>
Jennie Sklower, New York City Normal College, 1887.	<i>New York City</i>
* Margaret Mary Slattery,	<i>New York City</i>
Herman Joshua Sonnenberg, State Normal School, Trenton, N. J., 1896.	<i>New York City</i>
Marguerite Amelie Speckel, New York City Normal College, B.A., 1896.	<i>New York City</i>
Joanna Stafford, New York City Normal College, 1875.	<i>New York City</i>
Kate Steinberg, New York City Normal College, B.A., 1897.	<i>New York City</i>
Edwin Lewis Stephens, Louisiana State University, B.A., 1892; New York University, Pd.M., 1897.	<i>Natchitoches, La.</i>
Estella Sternglanz, New York City Normal College, 1890.	<i>New York City</i>
Henrietta Sternglanz, New York City Normal College, 1887.	<i>New York City</i>
Cornelia Stewart Stitt, New York City Normal College, 1888.	<i>New York City</i>
Edward Walmsley Stitt, College of the City of New York, B.S., 1881; New York University, Pd.M., 1897.	<i>New York City</i>
John Henry Stocker, Cornell University, B.S., 1891.	<i>Brooklyn, N. Y.</i>
Laura Stork, New York City Normal College, 1888.	<i>New York City</i>
Annie White Strathern, State Normal School, Albany, N. Y., 1870.	<i>New York City</i>
Edward DuBois Stryker,	<i>New York City</i>

Emma Sylvester,	<i>Flushing, N. Y.</i>
New York City Normal College, 1892.	
Jennie Isabella Taylor,	<i>New York City</i>
New York City Normal College, 1883.	
Rose Marie Timmons,	<i>New York City</i>
New York City Normal College, 1892.	
William John Timmons,	<i>New York City</i>
Jennie Putnam Titus,	<i>New York City</i>
New York City Normal College, B.A., 1894.	
Eleanor Loretto Toner,	<i>New York City</i>
New York City Normal College, 1884.	
Mabel Towner,	<i>New York City</i>
New York City Normal College, B.A., 1896.	
Annie Loretta Trainor,	<i>New York City</i>
New York City Normal College, 1884.	
Bertha Alma Upham,	<i>Minneapolis, Minn.</i>
State Normal School, St. Cloud, Minn., 1890.	
* Jane Ure,	<i>New York City</i>
Ida Vatet,	<i>New York City</i>
New York City Normal College, 1881.	
Benjamin Veit,	<i>New York City</i>
College of the City of New York, B.S., 1886;	
New York University, LL.B., 1893.	
Mary Florence Ward,	<i>New York City</i>
New York City Normal College, 1894.	
Caroline Augusta Watters,	<i>New York City</i>
Claverack College, B.A., 1875.	
Rachel Weinberg,	<i>New York City</i>
New York City Normal College, 1892.	
Caroline Dorothy Weitling,	<i>Brooklyn, N. Y.</i>
New York City Normal College, 1889.	
Claude Lonaine West,	<i>Paterson, N. J.</i>
State Normal School, Bridgewater, Mass., 1896.	
Silas Carmi Wheat,	<i>Brooklyn, N. Y.</i>
New York University, Pd.M., 1898.	
Walter Dewey Wheat,	<i>Morristown, N. J.</i>
Williams College, A.B., 1884.	
Hattie Elizabeth Wheatly,	<i>New York City</i>
New York City Normal College, 1890.	

Jean Dunlap Wheaton,	<i>New York City</i>
Edith Mary White,	<i>Astoria, N. Y.</i>
Cora Whitenack,	<i>New York City</i>
New York City Normal College, 1886.	
William F. Whitney,	<i>Atlantic Highlands, N. J.</i>
State Normal School, Oneonta, N. Y., 1894.	
Jennie Dolores Williams,	<i>New York City</i>
New York City Normal College, 1887.	
Pauline Schubert Willing,	<i>New York City</i>
New York City Normal College, 1895.	
Sarah Isabel Wilson,	<i>New York City</i>
New York City Normal College, 1891.	
Joseph Franklin Wingeback,	<i>New York City</i>
College of the City of New York, B.S., 1889.	
Katherine Winterburn,	<i>New York City</i>
New York City Normal College, A.B., 1896.	
Fannie Emma Wolff,	<i>New York City</i>
Ottillie Louise Wollenhaupt,	<i>Rutherford, N. J.</i>
New York City Normal College, 1893.	
Mary Loretto Woods,	<i>Astoria, N. Y.</i>
Adelaide Victoria Wright,	<i>New York City</i>
New York City Normal College, 1886.	
Anna Young,	<i>New York City</i>
New York City Normal College, 1879.	
Total.....	346

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\* Special student.



UNIVERSITY

ANNOUNCEMENTS.

## SPECIAL NOTICE.

Copies of the University Catalogue, containing the circulars of all the Six Schools, may be obtained by addressing the Registrar, Washington Square, inclosing six cents for postage. The separate circular of any school will be sent upon application, postage free.

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## CHANGE OF NAME.

Upon the unanimous request of the University Corporation, the University Regents of the State of New York, under the powers committed to them by the Constitution of the State, enacted a statute March 19, 1896, changing the name of the University of the City of New York to NEW YORK UNIVERSITY. Henceforth this legal designation should be used in all papers of any kind whatsoever relating to this University.

## HISTORICAL SKETCH.

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The earliest record of the conception of New York University exists in the minutes of certain meetings of nine citizens of New York. The first was held December 16, 1829, and was followed by weekly meetings for three successive weeks. The fourth and last meeting issued the following call for a representative conference of citizens to convene on January 6, 1830:

SIR: The establishment of a university in this city, on a liberal and extensive foundation, has, for some time past, occupied the attention of many of our respectable citizens. At a meeting held for considering the subject, it was determined to invite your attendance on Wednesday next, at seven o'clock P.M., at the rooms of the Historical Society, to take into further consideration the desirableness of such an institution as that contemplated, and to adopt such measures in relation to it as may be deemed most expedient. It is earnestly hoped that you may be able to attend.

J. M. MATHEWS,

JOSEPH DELAFIELD,

J. M. WAINWRIGHT,

MYNDERT VAN SCHAICK,

J. AUGUSTINE SMITH,

HUGH MAXWELL,

VALENTINE MOTT,

ISAAC S. HONE,

JOHN DELAFIELD.

NEW YORK, January 4, 1830.

This meeting appointed a standing committee of nine gentlemen, of whom four were taken from the nine, including Dr. Mathews, who became the first Chancellor; John Delafield, who became the first Secretary of the Council; and Myndert Van Schaick, who became the first Treasurer. This committee added to its numbers from time to time, secured a long roll of subscribers to the new enterprise, and finally merged its existence into that of the first University Council, which was elected by the subscribers October 16, 1830, and was chartered April 18, 1831.

The founders thus enlisted were composed in almost equal parts of public-spirited business men and of members of the

liberal professions. Their plan from the beginning included nearly all the professorships that are comprised to-day in the faculties of the six schools of New York University. Even the School of Pedagogy was anticipated in a proposed professorship of "The Philosophy of Education and the Instruction of Teachers." The Graduate School was planned under the name "The First General Division," while the Undergraduate College was known as the Second Division. The Schools of Law and Medicine and Applied Science were all contemplated by the first statutes, adopted 1831. These plans were far in advance of any demand then existing in America, and were not supported by sufficient endowment for their complete accomplishment. It was reserved for the last quarter of the nineteenth century, instead of the second quarter, to develop them in full measure.

The University as now existing comprises under the Council, which is by charter the Corporation, three faculties, and six schools, of which four are under the Faculty of Arts and Science, while the Faculties of Law and Medicine have each one school. A summary of attendance for the current year is given below, also the chief epochs in the history of the University are noted.

It is asked of the reader to remember that a single lifetime has not yet passed since the inception of New York University. What may not yet be done by her before she shall have completed her first centennial!

## DIRECTORY OF THE UNIVERSITY.

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*Administration Offices, Washington Square.*

H. M. MACCRACKEN, LL.D., *Chancellor.*

L. J. TOMPKINS, LL.M., *Registrar.*

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[*The Officers of the Corporation, named upon page 46, may be addressed at Washington Square.*]

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*University College, University Heights.*

HENRY M. BAIRD, LL.D., *Dean.*

WILLIAM K. GILLET, A.M., *Secretary.*

*Graduate School, Washington Square.*

J. DYNELEY PRINCE, PH.D., *Dean.*

POMEROY LADUE, B.S., *Secretary.*

*School of Engineering, University Heights.*

CHARLES H. SNOW, C.E., Sc.D., *Dean.*

POMEROY LADUE, B.S., *Secretary.*

*School of Pedagogy, Washington Square.*

EDWARD R. SHAW, PH.D., *Dean.*

EDWARD F. BUCHNER, PH.D., *Secretary.*

*Medical School, First Ave. and E. 26th St.*

EDWARD G. JANEWAY, M.D., LL.D., *Dean.*

HERMANN M. BIGGS, M.D., *Secretary.*

EGBERT LE FEVRE, M.D., *Cor. Secretary.*

*Law School, Washington Square.*

CLARENCE D. ASHLEY, LL.D., *Dean.*

ISAAC F. RUSSELL, LL.D., *Secretary.*

*University Library, University Heights, with two branches at Washington Square.*

L. J. TOMPKINS, *Librarian.*

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UNIVERSITY HEIGHTS is seventeen minutes from Forty-second Street by the Hudson River Railway, and about forty minutes by the Sixth Avenue Elevated and New York and Putnam Road.

## THE COUNCIL OF THE UNIVERSITY.

The Council of New York University, incorporated the 18th of April, 1831, is a self-perpetuating body, consisting of thirty-two members, each holding office for four years, or until his successor is elected. One-fourth of the members go out of office each year on the first Monday of November, when their successors are elected by the council.

### OFFICERS OF THE COUNCIL.

President—WILLIAM A. WHELOCK.  
 Vice-President—GEORGE ALEXANDER, D.D.  
 Secretary—ISRAEL C. PIERSON, PH.D.  
 Treasurer—WILLIAM F. HAVEMEYER.

### ROLL OF THE COUNCIL.

DATE OF ELECTION.	EXPIRATION OF TERM.
1871. WILLIAM A. WHELOCK.....	1902
1881. WILLIAM LORING ANDREWS.....	1902
1882. LEMUEL SKIDMORE.....	1900
1883. WILLIAM S. OPDYKE.....	1899
1884. SAMUEL SLOAN.....	1901
1884. DAVID BANKS.....	1901
1884. ROBERT SCHELL.....	1901
1887. GEORGE ALEXANDER, D.D.....	1899
1890. ISRAEL C. PIERSON, PH.D.....	1899
1890. WILLIAM F. HAVEMEYER.....	1902
1891. HENRY M. MACCRACKEN, D.D., LL.D.....	1902
1892. CHARLES R. FLINT.....	1902
1892. JOHN P. MUNN, M.D.....	1900
1893. CHARLES R. OTIS.....	1899
1895. MARCELLUS HARTLEY.....	1901
1896. JAMES MCCREERY.....	1900
1896. CYRUS C. MILLER.....	1900
1897. W. WHEELER SMITH.....	1901
1897. FERDINAND S. SCHENCK, D.D.....	1899
1898. JOHN J. TUCKER.....	1901
1898. FRANK JAY GOULD.....	1900
1898. WILLIS FLETCHER JOHNSON.....	1899
1898. THOMAS E. GREACEN.....	1899
1898. DAVID H. MCALPIN.....	1901
1898. HENRY VAN SCHAICK.....	1902



## COMMITTEES OF THE COUNCIL.

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### I.—ON FINANCE.

WILLIAM A. WHEELOCK.	WILLIAM F. HAVEMEYER.
ROBERT SCHELL.	MARCELLUS HARTLEY.

### II.—ON THE COLLEGE AND THE TECHNOLOGICAL WORK.

ISRAEL C. PIERSON, PH.D.	JOHN P. MUNN, M.D.
FERDINAND S. SCHENCK, D.D.	CYRUS C. MILLER.

### III.—ON THE GRADUATE SEMINARY AND THE SCHOOL OF PED- AGOGY.

GEORGE ALEXANDER, D.D.	WILLIAM A. WHEELOCK.
HENRY VAN SCHAICK.	WILLIS F. JOHNSON.

### IV.—ON THE LAW SCHOOL.

WILLIAM S. OPDYKE.	DAVID BANKS.
LEMUEL SKIDMORE.	CYRUS C. MILLER.

### V.—ON MEDICAL COLLEGE AND PROPERTY.

JOHN P. MUNN, M.D.	MARCELLUS HARTLEY.
SAMUEL SLOAN.	DAVID H. MCALPIN.

W. WHEELER SMITH.

### VI.—ON SCHOOL OF APPLIED SCIENCE.

WILLIAM F. HAVEMEYER.	THOMAS E. GREACEN.
JOHN J. TUCKER.	FRANK JAY GOULD.

### VII.—ON HONORARY DEGREES.

GEORGE ALEXANDER, D.D.	ISRAEL C. PIERSON, PH.D.
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### VIII.—ON THE LIBRARY.

DAVID BANKS.	WILLIAM L. ANDREWS.
WILLIAM F. HAVEMEYER.	HENRY VAN SCHAICK.

### IX.—ON VACANCIES.

WILLIAM S. OPDYKE.	JOHN P. MUNN, M.D.
WILLIAM A. WHEELOCK.	MARCELLUS HARTLEY.

## X.—ON UNIVERSITY HEIGHTS PROPERTY.

DAVID BANKS.	WILLIAM F. HAVEMEYER.
JOHN P. MUNN, M.D.	CHARLES R. FLINT.
FRANK JAY GOULD.	

## XI.—ON WASHINGTON SQUARE PROPERTY.

JAMES MCCREERY.	WILLIAM F. HAVEMEYER.
WILLIAM S. OPDYKE.	CHARLES R. OTIS.
DAVID BANKS.	

## XII.—THE EXECUTIVE COMMITTEE.

THE CHANCELLOR, <i>ex officio</i> .	DAVID BANKS.
THE PRESIDENT, <i>ex officio</i> .	JOHN P. MUNN, M.D.
THE TREASURER, <i>ex officio</i> .	WILLIS F. JOHNSON.
WILLIAM S. OPDYKE.	CYRUS C. MILLER.
ISRAEL C. PIERSON, PH.D.	W. WHEELER SMITH.

## THE WOMAN'S ADVISORY COMMITTEE.\*

President—Mrs. HENRY DRAPER.  
 Vice-President—Miss EMILY O. BUTLER.  
 Secretary—Mrs. EUGENE SMITH.  
 Treasurer—Mrs. C. A. HERTER.

Term expiring 1899.

Miss EMILY O. BUTLER.  
 Mrs. ALEXANDER.  
 Mrs. C. A. HERTER.  
 Mrs. WELCOME G. HITCHCOCK.

Term expiring 1900.

Mrs. HENRY DRAPER.  
 Mrs. EDWARD C. BODMAN.  
 Mrs. LEWIS H. LAPHAM.  
 Mrs. WILLIAM W. HERVY.

Term expiring 1901.

Miss HELEN M. GOULD.  
 Mrs. JOHN P. MUNN.  
 Mrs. RUSSELL SAGE.

Term expiring 1902.

Mrs. EUGENE SMITH.  
 Mrs. RICHARD M. HOE.  
 Mrs. J. LOWRIE BELL.  
 Mrs. GEORGE F. BAKER.  
 Mrs. WILLIAM E. WHEELLOCK.

Miss OGDEN JONES.

\* In 1890 the Council of the University, recognizing that the enrollment of graduate students included the names of several women as candidates for the Doctorate in Philosophy, and recognizing further that the School of Pedagogy just founded was likely to enroll women students in equal numbers with men, deemed it expedient that the Council should have the co-operation of representative women in the promotion of the University's work for women, and accordingly established the Woman's Advisory Committee.

## NEW YORK UNIVERSITY SENATE.

### ORDINARY MEMBERS.

Henry M. MacCracken, LL.D., Chancellor.	
Henry M. Baird, LL.D., Dean	} University College.
Robert W. Hall, M.S., Professor	
Clarence D. Ashley, LL.D., Dean	} School of Law.
Isaac F. Russell, LL.D., Professor	
Edward G. Janeway, M.D., LL.D., Dean	} School of Medicine.
Egbert Le Fevre, M.D., Professor	
Edward R. Shaw, Ph.D., Dean	} School of Pedagogy.
Samuel Weir, Ph.D., Professor	
John Dyneley Prince, Ph.D., Dean	} Graduate School.
Francis Hovey Stoddard, Ph.D., Professor	
Charles H. Snow, Sc.D., Dean	} School of Engineering.
John J. Stevenson, LL.D., Professor	

### HONORARY AND ADVISORY MEMBERS.

President William Henry Green, D.D., LL.D., Princeton Theological Seminary.

Very Rev. E. A. Hoffman, D.D., LL.D., General Theological Seminary.

President Henry A. Buttz, D.D., LL.D., Drew Theological Seminary.

Professor J. G. Lansing, D.D., New Brunswick Reformed Theological Seminary.

President Charles Cuthbert Hall, D.D., Union Theological Seminary.

Very Rev. E. R. Dyer, D.D., Rector of St. Joseph's Seminary, Dunwoodie, Yonkers.

The University Senate consists of the Chancellor, the Deans of the six schools, and six professors, one from each Faculty, together with Advisory Members. Each professor of every Faculty may serve in the Senate one year, following the order of seniority in office; but where a professor belongs to two or more Faculties, he is counted as regards the Senate in one Faculty only, such

as may be designated by the Chancellor. The head of each of the following theological schools is an honorary and advisory member of the Senate, and has all the privileges of an actual member except that of voting: Princeton, General Theological, Union, New Brunswick, Drew, and St. Joseph's.

The officers of the Senate are the Chancellor *ex officio*, who acts as President, a Vice-President, a Secretary, a Superintendent of the University Press, and a Superintendent of Public Occasions. The last two need not be members of the Senate.

The Senate has power to give the imprint of the University Press to books and periodicals, but not to incur any expense for such publications without permission of the University Executive Committee. The Senate has power to direct the time, place, and manner of the Commencements of the six schools.

The Senate may exercise such other executive functions in connection with the educational work of the University as may be assigned them by the University Corporation.

The chief work of the Senate is advisory, and includes: 1. Recommendations to the University Administration in regard to the catalogues, circulars, and other advertisements of the University. 2. Recommendations to the Council in reference to the entire educational work of the University. 3. Recommendations to each of the six Faculties in regard to the educational work of the same.

The Senate meets throughout the academic year on the first Mondays of those months in which there is no meeting of the corporation—namely, December, February, and April—and at other times at the call of the Chairman. Seven members form a quorum. The February meeting is the annual meeting, at which the election of officers takes place.

## UNIVERSITY STUDENTS' AID BOARD.

Dr. John P. Munn, M.D., University Council.  
 Miss Emily O. Butler, Woman's Advisory Committee.  
 William S. Opdyke, President College Alumni.  
 Dean John Dyneley Prince, Ph.D., University Graduate School.  
 Dean Charles H. Snow, M.S., Engineering School.  
 Dean Edward R. Shaw, Ph.D., School of Pedagogy.  
 Dean Clarence D. Ashley, LL.M., University Law School.  
 Dean Egbert Le Fevre, M.D., University College of Medicine.

The University Senate appoints from year to year a Students' Aid Organization, consisting of one delegate from the Faculty of each of the six schools, with a member of the University Council, a member of the Woman's Advisory Committee, and the President of the College Alumni. The object of this Board shall be to devise means of assisting worthy students, by obtaining employment or temporary loans for them, and in looking after their welfare in case of sickness and in other emergencies. The University will act as Trustee for any funds that may be put into its possession, subject to the control of this committee.

# UNIVERSITY ENROLLMENT, 1898-99.

The enrollment of the three University Faculties and the six University Schools is as follows for the past year :

	Professors.	Adjunct Professors.	Lecturers.	Instructors.	Assistants.	Total Faculty.	Students.
I. UNDER FACULTY OF ARTS AND SCIENCE.							
1. College . . . . .	28	2	9	7	2	48	<div> <div>200</div> <div>140</div> <div>40</div> <div>346</div> </div>
2. Graduate School . . . . .							
3. Engineering School . . . . .							
4. School of Pedagogy . . . . .							
II. UNDER FACULTY OF LAW.							
5. University Law School . . . . .	11	. .	1	3	. .	15	605
III. UNDER FACULTY OF MEDICINE.							
6. University Medical College . . . . .	39	. .	9	9	38	95	430
IV. UNDER THE GENERAL FACULTY.							
7. Library (Librarian and Assistants) . . . . .	. .	. .	. .	. .	. .	9	. . .
Total . . . . .	78	2	19	19	40	167	1,761
Deduct for names counted twice . . . . .	. .	. .	. .	. .	. .	. .	36
							1,725

In the above total "auditors" are not reckoned. Of these more than seven hundred are in attendance in 1898-99 in the various schools of the University.

















UNIVERSITY OF ILLINOIS-URBANA



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